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ABSTRACT

This publication contains 417 abstracts of doctoral dissertations done in social studies education from January 1969 through March 1973. All abstracts contained in the volume were excerpted from Dissertation Abstracts International. This work updates two previous reviews of social studies dissertations, one by Walter McPhie, covering the period 1934-1962, published by the National Council for the Social Studies, and the other by Richard Gross and Leonardo de la Cruz, covering the period 1963-1969, published by the ERIC Clearinghouse for Social Studies/Social Science Education. The purpose in compiling these dissertation abstracts is to aid persons who seek information on doctoral work done in social studies education. The first part of the volume provides a descriptive analysis of the dissertations that are abstracted in the main body of the document. The abstracts themselves are arranged first by subject category, and are then further grouped by grade level studies in the dissertation. Each abstract contains the author's name, degree awarded, degree granting institution, year of dissertation completion, dissertation title, list of descriptors which enumerates the major topics dealt with in the study, a description of the research methodology and results, number of pages in the original dissertation, and an order number to be used in ordering copies of the dissertation from Dissertation Abstracts International. Following the abstracts are subject, author, and institution indexes. (Author/RM)

ED 098085

SOCIAL STUDIES DISSERTATIONS:

1969-1973

by

June R. Chapin

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

This volume was produced for the publication program of the Clearinghouse for Social Studies/Social Science Education, which is part of the National Institute of Education's Educational Resources Information Center (ERIC). Like other information analysis products of the ERIC system, it is a supplement to the regular monthly ERIC publications--*Research in Education* and *Current Index to Journals of Education*.

This publication updates two previous reviews of social studies dissertations, one by Walter McPhie, covering the period 1934-1962, published by the National Council for the Social Studies, and the other by Richard Gross and Leonardo De La Cruz, covering the period 1963-1969, published by this Clearinghouse. The three volumes together give a comprehensive review of social studies dissertations for the period 1934-1973.

This first part of the volume provides a descriptive analysis of the 417 dissertations that are abstracted in the main body of the publication. Following the abstracts are subject, author, and institution indexes.

It is our hope that this volume will provide useful information for other researchers and dissertation writers in the social studies.

Irving Morrisett
Director, ERIC Clearinghouse for Social Studies/
Social Science Education
Executive Director, Social Science Education
Consortium, Inc.

September 1974

ACKNOWLEDGMENTS

I wish to thank Dick Gross for his help and especially his loan of valuable material. I'd also like to thank ERIC staff members Karen Wiley, Sharryl Hawke, Nancy Dille, Betsy Gyger, and Eileen Carlberg for their contributions to this work. Though I have tried to quantify the data as much as possible, I bear all responsibility for errors and misinterpretations.

June Chapin
Menlo Park, California

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SOCIAL STUDIES DISSERTATIONS: 1969-1973

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June R. Chapin

Introduction

This document is a compilation of abstracts of doctoral dissertations done in social studies education from January 1969 through March 1973. All abstracts contained in the volume were excerpted from *Dissertation Abstracts International*, formerly *Dissertation Abstracts* (DA). This work updates earlier compilations of social studies dissertations prepared by Richard E. Gross and Leonardo De La Cruz (1963-1969)¹ and Walter E. McPhie (1934-1962).²

The purpose in compiling these dissertation abstracts is to aid persons who seek information on doctoral work done in social studies education. Because *Dissertation Abstracts* does not include a specific "social studies" category in its classification scheme, dissertations relating to the field are located in a variety of categories; finding relevant studies in DA can be difficult and time-consuming. It is hoped that compiling pertinent dissertations into a single volume will facilitate the work of social studies researchers.

The 417 abstracts in this volume probably do not represent the total number of social studies dissertations completed in the specified time period. Omissions may have occurred when abstracts were selected from DA. Some institutions do not require doctoral candidates to register their dissertations with DA, so these studies are not included. There is always a time lag between a dissertation's completion and its listing in DA. For these and other reasons, it is likely that 417 understates the actual number of social studies dissertations produced

¹Richard E. Gross and Leonardo De La Cruz. *Social Studies Dissertations 1963-1969*. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education, 1971.

²Walter E. McPhie. *Dissertations in Social Studies Education: A Comprehensive Guide*. Research Bulletin No. 2. Washington, D.C.: National Council for the Social Studies, 1964.

from January 1969 through March 1973.

In selecting the dissertations to be abstracted in this document, I have worked from my personal frame of reference; undoubtedly it differs from that of others in the field. However, a reliability check was done by a doctoral student who used my criteria to select a random sample of abstracts from monthly issues of *DA*. A comparison of his selections with mine from the same issues confirmed the reliability of the criteria used.³

The information in each abstract of this volume was derived from *DA*. Because the abstracts in *DA* are not as complete as might be desired, it is possible that some errors have been made in interpreting the available information.

Trends

Volume. Perhaps the most striking trend evident in this compilation is the increased number of social studies doctoral dissertations being produced. During the mid-1960s reviews of social studies research in *Social Education* indicated an average of 50 social studies dissertations a year was produced; from 1969-1973 the average was 100 dissertations per year. The volume of studies doubled in about a five-year period.

The impact of this trend may be far-reaching. On the positive side, the increased quantity of dissertations indicates that a great deal of talent and energy is going into social studies doctoral research. The studies themselves seem to be more expansive, with dissertations averaging 201 pages. The social studies field should benefit from these expanded efforts.

However, on the negative side, the high increase in the number of doctoral dissertations raises the prospect of an oversupply of persons holding doctorate degrees in social studies. Generally the first choice of employment for a Ph. D. or Ed. D. is a college-level appointment. Will it be possible for college faculties to absorb this increased number of doctorate recipients?

Type of Research Conducted. To analyze the type of research being conducted in social studies, I classified each dissertation according to

³I am grateful for the assistance of Robert Ray Thompson, Stanford School of Education, who served as the reliability rater. A binomial test indicated that the classifications are reliable at the .01% level.

the methodology it employed. Categories were distinguished as follows:

Experimental--field study using a control group

Descriptive--field study not using a control group

Questionnaire--research based on questionnaire survey

Interview--research based on interviews

Content Analysis--systematic description of textbook, filmstrip,
or curriculum guide

Curriculum Development--primary focus on production of curriculum
materials

Historical--exploration of an historical topic, such as history
of sociology in public schools

Models, Theory--analysis of an idea, model, concept, or theory

Table I shows the results of the methodology classification.

Table I. Methodology of Social Studies Dissertations

<u>Type</u>	<u>Percentage</u>
Experimental	36%
Descriptive, Field	19%
Questionnaire	15%
Content Analysis	10%
Curriculum Development	8%
Historical	6%
Models, Theory	3%
Interviews	3%

When the percentages in Table I are compared with methodology percentages in the Gross-De La Cruz study, the most notable difference is the substantial increase in the number of experimental studies. In the earlier compilation only 10 percent of the studies were experimental while in this volume 36 percent are experimental. The 154 experimental dissertations in this compilation appear to indicate that the field is becoming more sophisticated in research methodology.

The quality of research done in the dissertation studies seems to vary greatly. Some studies are extremely well designed and researched. Other studies have obvious inadequacies. For example, about 80 percent of the content analysis studies provide no reliability check on the

researcher's work. Such an omission poses special difficulties when the subject is a sensitive issue such as treatment of minority groups.

Topics. The most popular topic in this group of dissertations is "teachers and teacher education"; more than 60 dissertations are devoted to this subject. One explanation for the topic's popularity may be the easy availability of student teachers to be used as subjects.

Other popular topics are "general curriculum" (33 dissertations), "general instruction" (25), and "cognitive processes, critical thinking, and inquiry" (30). In specific subject areas history, geography, and economics receive the most attention, each eliciting 18 or 19 dissertations.

Newer trends in social studies education are beginning to be reflected in the dissertation topics. Dissertations completed in the latter part of the time period show a small increase in studies dealing with values, individualized learning, political socialization, and case studies.

Grade Level. Table II shows the grade levels on which dissertations focus.

Table II. Grade Level of the Social Studies Dissertations

<u>Level</u>	<u>Percentage</u>
Elementary (K-6)	22%
Junior High	8%
K-8	1%
Senior High	38%
Junior and Senior High	1%
K-12	3%
Higher Education, Teachers	23%
Not stated, not relevant	4%

It is clear that the senior high school level commands the attention of more researchers than any other grade level. Higher education ranks second, probably because of the popularity of teacher education research. The fact that only about one-fifth of the dissertations concentrate on the elementary level indicates a relative neglect of elementary social studies.

Doctoral Candidates. In the period covered, approximately 81 percent of the doctoral candidates were males and 19 percent were females. The number of female candidates appears to be increasing slightly.

Compared with their male counterparts, female doctoral candidates seem to concentrate disproportionately on the elementary level in their dissertation studies. Forty-four percent of the female doctoral candidates did elementary level studies (K-6).

It is impossible to assess the number of doctoral candidates representing minority groups from the information available in DA.

Degrees. The types of degrees received by the authors of the dissertations in this volume are as follows: 56 percent of the recipients received Ed. Ds., 43 percent received Ph. Ds., and two people received the new Doctor of Arts degree.

At one time there may have been a distinction between the topics selected for Ed. D. degrees and those selected for Ph. Ds., but an examination of the present set of dissertations reveals no such pattern.

Even within a given institution there is no clear distinction between Ph. D. and Ed. D. topics. One Ph. D. dissertation from a specific institution may focus on an applied topic such as producing curriculum materials, while an Ed. D. dissertation from the same institution concerns the theoretical analysis of an idea. However, some institutions seem to award one degree more than the other. For example, in the time period studied, all social studies doctoral degrees given by Harvard University were Ed. Ds.

Degree-Granting Institutions. Which institutions are awarding the most social studies doctoral degrees? Table III compares the top degree-granting institutions in this compilation with those in the earlier Gross-De La Cruz study.

Table III. Institutions Producing the Largest
Number of Social Studies Doctorates

<u>1963-1969 Gross Study</u>	
<u>Institution</u>	<u>Number</u>
Stanford University	15
University of Nebraska	15
Ohio State University	11
University of California, Berkeley	10
University of Iowa	10
Indiana University	8
Wayne State University	8
New York University	7
Columbia University	5
Colorado State College	5
<u>1969-1973 Chapin Study</u>	
<u>Institution</u>	<u>Number</u>
Indiana University	19
Ohio State University	15
University of Michigan	15
Boston University School of Education	13
University of Georgia	11
Columbia University	10
Northwestern University	9
Syracuse University	9
North Texas State University	9
Illinois University	9
University of Texas at Austin	9

Table III shows that some of the traditionally high producing institutions are now being surpassed by other schools. Georgia, Florida, and Texas institutions, for example, are greatly increasing the number of social studies doctoral degrees they award, and these schools may soon be expected to exceed former top producers.

In the 1963-69 period, 44 percent of all social studies doctoral degrees were awarded by the ten institutions shown in Table III. During the time period of this compilation, only 27 percent of the doctoral degrees were awarded by the eleven top producing institutions.

It is clear that the awarding of doctoral degrees in social studies education is being decentralized. Previously a large portion of doctoral dissertations were produced in a few high quality institutions; now many

more universities are awarding a significant number of doctoral degrees in the field. Will the overall quality of doctoral dissertations be diminished in this decentralization process?

Certainly decentralization does necessitate better methods of disseminating social studies research findings. The efforts of ERIC are greatly needed in this endeavor so that the wheel does not have to be reinvented time and again. Furthermore, efforts to synthesize the findings and to draw some conclusions about the general trends in the research are needed if the profession is to benefit from the work being done in the field.

How to Use This Document

Table of Contents. The overall organizational scheme of this document can be seen in the Table of Contents. Dissertations have been classified using the major and secondary categories shown in the table.

Abstracts. Within the body of the document, the abstracts are arranged first by subject category. Dissertations within a given subject category are further grouped by grade level, i.e., the grade level studied in the dissertation. Grade level classifications are elementary (K-6), secondary (7-12), higher education, and general; general indicates that the study referred to no specific grade level or was multilevel. The grade level of each dissertation can be readily identified by the designation appearing in the upper-right corner of the abstract.

Dissertations relating to more specific grade levels, such as junior high school or kindergarten, can be identified in the subject index at the back of the volume.

Each abstract includes the author's name, degree awarded, degree-granting institution, year of dissertation completion, and the dissertation title. Below the title is a list of descriptors which enumerates the major topics dealt with in the study. The designations are ERIC descriptors and can be used to locate related material in the ERIC system. A special descriptor, New Social Studies Materials, is also listed when major new social studies project materials are evaluated in a study. The number of pages in the original dissertation follows the abstracted information.

An order number appears at the conclusion of each abstract. This is the number to be used in ordering copies of dissertations from *Dissertation Abstracts International*. There is presently a standard charge of \$4.00 for any microfilmed dissertation and \$10.00 for xeroxed copies, plus handling charges and any applicable taxes. Orders should be sent to Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106.

Indexes. Three indexes have been prepared for the abstracts in this volume. The first is a subject index compiled from the descriptors appearing in each abstract. The second lists authors' names; the third, degree-granting institutions. The reference numbers in all indexes are abstract numbers rather than page numbers.

CURRICULUM

Objectives

1. Crandall, Curtis Ronnie, Ed. D. [elem]
The University of Nebraska, 1970

AN EVALUATION OF SIX ELEMENTARY SCHOOL SOCIAL STUDIES PROBLEM-SOLVING
UNITS TO DETERMINE THE EXTENT TO WHICH STUDENTS REALIZED STATED
AFFECTIVE OBJECTIVES

Affective Objectives
Educational Television
Evaluation
Unit Plan

This study was to determine to what extent pupils participating in the units of the *Elementary School Social Studies for Grades One Through Six* of the Nebraska Educational Television Council attained the affective objectives as measured by a pencil and paper attitude inventory.

After identifying the initial population, 24 teachers were randomly selected to teach the elementary social studies units.

The results were as follows: (1) students using the problem-solving unit and the telelessons and students using only the problem-solving unit at all grade levels made similar measurable growth in attainment of affective objectives; (2) the political-social attitudes of many elementary school students were inconsistent and changeable; and (3) the teaching of social studies in the elementary school can have an effect on the political-social attitudes of elementary school students. 151 pp.

Order no. 71-9550

2. Atman, Kathryn Stimson, Ph. D. [sec]
University of Pittsburgh, 1971

INVESTIGATING THE RELATIONSHIP BETWEEN COGNITIVE AND AFFECTIVE
COMPONENTS OF INSTRUCTION IN A SOCIAL STUDIES UNIT

Affective Objectives
Cognitive Objectives
Evaluation

Junior High Schools
Objectives
Taxonomy

The purpose of this study was to investigate the relationship between cognitive and affective objectives in an eighth-grade social studies unit designed by the researcher.

Semantic differential test scores, interviews, and classroom observations were used to measure affective achievement. Two hundred nine students and six teachers in one school district participated.

Evidence indicated that no significant relationship existed between the amount of knowledge possessed about a subject and the intensity of the positive or negative attitude held toward the subject. Not finding a simplistic relationship indicates there is a complex problem in dealing concurrently with the two domains. 247 pp.

Order no. 72-3358

3. Cummings, John Philip, Ed. D.
Auburn University, 1971

[sec]

THE ANALYSIS AND EVALUATION OF AFFECTIVE OBJECTIVES IN RECENT SOCIAL STUDIES CURRICULUM PROJECTS FOR THE SENIOR HIGH SCHOOL

Affective Objectives
Curriculum Development
Evaluation
Taxonomy

The purpose of the study was to identify, analyze, and evaluate the stated affective objectives contained in selected social studies curriculum projects for the senior high school.

Sources for the data were the available materials from 30 recent social studies curriculum projects.

Results showed that of the 15 projects with stated affective objectives, 11 had fewer than ten affective objectives. Of the 15 projects with stated affective objectives, six had objectives containing statements of observable behavior. 123 pp.

Order no. 72-674

4. Lawrence, Murray Edwin, Ed. D.
Northwestern State University of Louisiana, 1972

[sec]

THE EFFECTS OF STUDENT FAMILIARITY WITH BEHAVIORAL OBJECTIVES ON ATTAINMENT OF GOALS FOR A UNIT IN UNITED STATES HISTORY

American History
 Behavioral Objectives
 Cognitive Objectives
 Self Evaluation

The purpose was to investigate the significant effect, if any, that prior knowledge of cognitive behavior objectives and self-assessment of progress toward attainment of behavioral goals have on the attainment of these goals in an United States history instructional unit.

Four classes with 84 subjects served as the experimental group while 84 subjects comprised the control group. Students in the experimental group received instruction from an experimental unit. Cognitive behavioral objectives were constructed for the unit's five major subject matter topics and were presented to the experimental group prior to each instructional period. In addition, self-assessment forms were completed at the conclusion of each lesson.

Control group subjects received instruction from the same unit during the six class periods allotted for the experiment.

Pretest and posttests scores were utilized as a criterion measure.

It was concluded that attainment of behavioral goals is significantly enhanced by prior exposure to cognitive behavioral objectives and by periodic self-assessment techniques.

The successful attainment of criterion items designed to measure learning outcomes at the taxonomic level of comprehension is significantly enhanced by prior exposure to cognitive behavioral objectives and self-assessment techniques. However, prior exposure to cognitive behavioral objectives and self-assessment techniques do not produce significantly higher attainment of criterion items designed to measure learning outcomes at the knowledge, application, and analysis taxonomic levels. 171 pp.

Order no. 72-28,518

5. Michelli, Nicholas Michael, Ed. D.
 Columbia University, 1972

[sec]

SOCIAL STUDIES TEACHERS AND INSTRUCTIONAL OBJECTIVES

Behavioral Objectives
 Objectives
 Supervisors
 Teachers

This was a field-based descriptive study designed to examine:
 (1) the perceptions of selected secondary social studies teachers of the most useful format for the statement of instructional

objectives; (2) the actual formats and practices employed; (3) the teachers' conceptions of curriculum; and (4) factors in the school settings and the teachers' backgrounds which might influence perceptions and practices.

The sample included 15 teachers of United States history. Data included a Biographical and Background Data Sheet, the Planning Practices Inventory, the Instructional Objectives Preference List, and an interview schedule designed to gather data relevant for the study. In addition, supervisors of the teacher-respondents were interviewed regarding their supervisory practices and views of instructional objectives.

Only one respondent was able to provide evidence that he prepared instructional objectives regularly. Teachers were not able to clearly define the notion of a behavioral objective. Even after the notion had been defined for them, nine respondents rejected the concept and four others accepted the notion with reservations.

Factors in the school settings were not such that teachers would be encouraged to use instructional objectives. There was also little in the teachers' backgrounds to encourage the use of instructional objectives. 470 pp.

Order no. 73-2618

6. Oswald, James Marlin, Ed. D.
Stanford University, 1970

[sec]

INSTRUCTOR SPECIFIED INSTRUCTIONAL OBJECTIVES AND ACHIEVEMENT OF SOCIAL STUDIES KNOWLEDGE AND COMPREHENSION

Academic Performance
Comprehension
Objectives

The purpose was to determine effects of explicit instructional objectives on secondary social studies students.

Subjects were 619 eleventh-grade social studies students in two high schools. Students participated during class by completing tasks communicated through written instructions and instruction objectives included in self-instructional packets.

Subjects receiving explicit instructional objectives did not make significantly different test responses than subjects not receiving explicit objectives. It could not be concluded, on the basis of this study, that explicit instructional objectives have an inherent positive effect upon learning among eleventh-grade social studies students. 201 pp.

Order no. 71-2865

7. Schisler, Bryan Lawrence, Ed. D.
Auburn University, 1971

[sec]

AN ANALYSIS AND EVALUATION OF AFFECTIVE OBJECTIVES IN RECENT SOCIAL
STUDIES CURRICULUM PROJECTS FOR THE JUNIOR HIGH SCHOOL

Affective Objectives
Curriculum Development
Evaluation
Junior High Schools
Programs

The purpose was to identify, analyze, and evaluate the stated affective objectives that were contained in selected social studies curriculum projects for the junior high school.

Sources for the data were the available materials from 27 recent social studies curriculum projects. Objectives were classified according to the *Taxonomy of Educational Objectives: Affective Domain*.

Results showed that 16 of the 27 examined projects had developed stated objectives. However, only six projects had developed affective objectives which were stated in terms of observable behavior. In addition, of the 191 affective objectives, 170 were classified in the lower three categories of the affective domain structure. 93 pp.

Order no. 72-2220

8. Bradley, Banks Thurston
Indiana University, 1970

[higher ed]

AN ASSESSMENT OF OBJECTIVES FOR SPECIAL METHODS COURSES FOR THE
SUBJECT AREAS OF ENGLISH, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Administrator Attitudes
College Teachers
College Supervisors
Methods Courses
Objectives
Student Teachers
Teacher Education

The purpose of this study was (1) to identify the objectives for special methods courses in English, mathematics, science, and social studies by a review of the literature for the past 15 to 20 years and (2) to assess the opinions of college instructors of special methods courses, college supervisors of student teachers, supervising teachers of student teachers, and secondary school administrators concerning objectives considered in the selection and organization of content for special methods courses.

A total of 144 usable questionnaires were used in the data analysis.

It was concluded that the differences of opinions between the college methods instructors/supervisors and the secondary school teachers/administrators may indicate that articulation problems for the teacher education program do exist. 282 pp.

Order no. 71-11,367

Specific Content Areas

Anthropology

9. Heintz, Kenneth George, Ed. D. [higher ed]
State University of New York at Buffalo, 1970

AN INVESTIGATION OF AN INSTRUCTIONAL SYSTEM MODEL FOR A COURSE IN ANTHROPOLOGY

Anthropology
Models
Systems Approach

The purpose was to investigate a method for developing a teaching-learning environment, based on the instructional system approach, at the college level for an existing course in anthropology.

An analysis of the existing course was made by observing the class, keeping an anecdotal record of student and instructor comments, evaluating students, and other activities.

An instructional system was implemented based on the data collected from students' and instructor's comments, tapes, etc. A comparison was made between the older existing course and the new instructional system approach. 326 pp.

Order no. 70-10,308

10. Dynneson, Thomas Lowell, Ph. D. [gen]
University of Colorado, 1972

ANTHROPOLOGY FOR THE SCHOOLS: AN ANALYSIS OF SELECTED ANTHROPOLOGY CURRICULUM PROJECTS AND UNITS WITH CONTENT RATINGS BY PROFESSIONAL ANTHROPOLOGISTS

Anthropology
 Curriculum Development
 Curriculum Evaluation
 Inquiry Training
 New Social Studies Materials
 Unit Plan

The major objectives were (1) to determine the characteristics of selected anthropology units and course materials available for use in the public schools, (2) to analyze anthropology units and course materials by the Curriculum Materials Analysis System, and (3) to determine the extent to which the selected course materials utilized anthropological knowledge and methodology.

The conclusions were organized around eight broad topics with implications for education. The results are not given in the dissertation abstract. 597 pp.

Order no. 73-1764

11. Gaines, William George, Ed. D.
 University of Georgia, 1971

[gen]

AN APPLICATION OF JOHN B. CARROLL'S MODEL OF SCHOOL LEARNING TO THE TEACHING OF ANTHROPOLOGY

Anthropology
 Cognitive Processes
 Elementary Grades
 Instruction
 Junior High Schools
 New Social Studies Materials
 Reading
 Secondary Grades

The purpose was to test the interaction of two variables in John B. Carroll's model: ability to understand instruction and quality of instruction. It was expected that pupils low in ability to understand instruction would be more severely retarded in their degree of learning than would pupils high in ability to understand instruction, even when quality of instruction was low.

Two mastery learning strategies (T1 and T2) were developed for teaching a unit produced by the Anthropology Curriculum Study Project. The T1 treatment utilized frequent mastery testing as a means of providing teachers and pupils with feedback regarding individual and class progress toward mastery of each learning task. The T2 treatment provided an alternate feedback system by self-correcting exercises in a pupil workbook. A posttest was given for each of the 121 learning tasks to 28 classes, grades five through eight, in an urban Florida county.

Analysis indicated that the differential effectiveness of teachers may well have obscured the main treatment effect. Therefore, it was not possible to confirm the Carroll model's hypothesized interaction between ability to understand instruction and quality of instruction within the context and limitations of this study. 250 pp.

Order no. 72-10,959

Civics, Government, Problems of Democracy

12. Hemenway, Henry George, Ed. D. [sec]
The University of Nebraska, 1969

AN ANALYSIS OF CIVIC EDUCATION IN AMERICAN SECONDARY SCHOOLS, 1890-1916

Citizenship
Civics
Committees

The purposes were to analyze the nature of the change that took place in civic education between 1890 and 1916 in American secondary schools and to assess those factors which were most directly responsible for the development of a different approach to civic education.

Those who aided in the development of a "new" program were authors of civic education textbooks and members of national committees. 179 pp.

Order no. 70-4657

13. Littleford, Michael S., Ed. D. [sec]
The University of Florida, 1970

AN ANTHROPOLOGICAL STUDY OF THE INTERNAL STRUCTURE OF AN EXPERIMENTAL PROBLEMS OF DEMOCRACY CLASS IN AN ALL BLACK HIGH SCHOOL

Civics
Negro Students
Social Structure
Student Teacher Relationship

This study reports what happened in a Problems of Democracy class. The focus of the inquiry was the internal structure of the classroom as it developed and changed over time. The class was part of an all-black high school in north central Florida and consisted of 24 twelfth-grade pupils, two black teachers (in succession), and a

white college professor. The class was in operation for a semester.

The experimental class was characterized by a high level of student autonomy and involvement. Most significantly, the experimental group was able to maintain its autonomy in the face of a series of impingements from the external environment. 221 pp.

Order no. 71-17,185

14. Lovetere, John Philip, Ph. D.
Northwestern University, 1968

[sec]

AN EXPERIMENTAL EVALUATION OF THE EFFECTIVENESS OF BACKGROUND
MATERIALS IN THE STUDY OF GOVERNMENT

American Government
Attitudes
Civics
Instructional Materials
Junior High Schools

The purpose was to investigate whether a specially developed set of readings could be used for the study of government in the eighth grade.

An eleven-week experimental study was conducted with 259 eighth-grade students and three social studies teachers. Students were assigned randomly to one control and two treatment groups. The first treatment group utilized the readings in *OF THE PEOPLE, BY THE PEOPLE, OR FOR THE PEOPLE?* only while the second treatment group used the readings plus additional materials.

The SAT social studies test, two other tests, and an attitude test were administered. Groups were given posttests after finishing the government units. One month later, retests were given.

Significant differences in learning, as measured by posttest and retest government achievement test scores, were found in favor of students using the experimental readings in government. There were also significant positive changes in attitudes of average and above average students using the experimental readings in government, as measured by the changes in government attitude test scores from both pretest to posttest and pretest to retest. 156 pp.

Order no. 69-1886.

15. Rogers, James Herndon Ross, Ed. D.
University of Georgia, 1972

[sec]

AN INVESTIGATION OF TRENDS WHICH HAVE SHAPED THE DEVELOPMENT OF THE
SOCIAL STUDIES PROBLEMS COURSE FROM 1948 THROUGH 1968

Civics
Curriculum Development
History
Problems

The study's purpose was to define the role of the social studies problems course from 1948-1968. It attempts to identify trends in content, modes of instruction, and materials most commonly employed by teachers in the course.

Sources were dissertations on the problems course, professional periodical literature, guides developed by curriculum specialists in various state department of education, and representative problems textbooks. 283 pp.

Order no. 72-34,139

16. Sulyma, Robert Earl, Ed. D.
Columbia University, 1972

[sec]

TESTING A MODEL FOR THE EVALUATION OF "NEW SOCIAL STUDIES" CURRICULA

Civics
Curriculum Development
Discovery Learning
Evaluation
Models
New Social Studies Materials
Teachers

The purposes were (1) to test a model, Curriculum Materials Analysis System, for the evaluation of "new social studies" curricula, using Holt Social Studies Curriculum as subject matter; and (2) to study the processes governing the installation and use of the course Comparative Political Systems in selected secondary schools.

The Curriculum Materials Analysis System was found to be a valuable tool for evaluating the materials. Four schools which were introducing Comparative Political Systems were observed. Data gathered through interviews with ten teachers and 12 students were analyzed.

In implementation of the new course, it was found that attainment of program goals may be hampered by the way in which the materials are employed. Discovery learning may be limited in terms of both the types and ways students draw conclusions.

In addition, teachers must be experienced in the mode of inquiry being used to develop the materials, and all materials included in the curriculum package must be made available to the teacher. Teachers must have a background in the course subject matter, and students need to have a greater role in deciding what will be studied in the classroom. 516 pp.

Order no. 73-2633

Economics

17. Derosier, Robert Frederick, Ph. D.
The University of Connecticut, 1970

[elem]

A COMPARISON OF THE EFFECTIVENESS OF TWO WIDELY USED SETS OF SOCIAL STUDIES INSTRUCTIONAL MATERIALS IN TEACHING ECONOMICS AT THE FIRST GRADE LEVEL

Economic Education
Evaluation
Instructional Materials
New Social Studies Materials

The purpose was to examine the effectiveness of two widely used sets of social studies instructional materials in teaching economics at the first grade level.

Pupils of six intext first grade classes from four elementary schools were combined into three groups. Group A was instructed for two semesters with Science Research Associates materials; Group B for two semesters with Follett materials; and Group C for one semester with Follett materials and the other semester with SRA materials. The three groups were pretested in January 1969 and posttested in May 1969 with Spears' Test for Achievement in Economics.

It was found that pupils instructed with SRA materials achieved consistently higher scores on a test of achievement in economics than did pupils who were instructed with Follett materials. Socioeconomic status of the pupils did not affect performance on the achievement test. A combination of instructional materials (SRA and Follett) seemed to result in a level of achievement in economics equal to that of pupils instructed with SRA materials all year. 138 pp.

Order no. 70-15,530

18. Alexander, Linda Ann, Ed. D.
The University of Alabama, 1969

[sec]

AN ANALYSIS OF ECONOMIC UNDERSTANDING OF HIGH SCHOOL SENIORS IN SELECTED SCHOOLS IN ALABAMA

Concept Formation
Economic Education

Evaluation
Sex Differences
Socioeconomic Status

The purpose was to ascertain the degree to which high school students in Alabama have developed an understanding of basic concepts of economic education. The Test of Economic Understanding was administered and other personal information data collected. Students were also asked their opinion about economics.

Boys scored slightly higher than girls, and students in urban and suburban schools scored higher than those from rural schools. Higher scores were made by students in the upper socioeconomic groups.

It was concluded that economic education in the secondary school might be improved by relating the course more closely to the experience of students, increasing the coverage of current economic issues, supplementing the text with other materials, and increasing the participation of students in the conduct and planning of the class. 153 pp.

Order no. 69-13,890

19. Bennion, Donald Howard, Ph. D.
Ohio University, 1972

[sec]

RELATIONSHIPS BETWEEN FACTORS OF TEACHER PREPARATION AND PRACTICE AND STUDENT COMPREHENSION OF ECONOMICS IN OHIO PUBLIC HIGH SCHOOLS

Academic Achievement
Economic Education
Teacher Attitudes
Teacher Qualifications

The primary purpose was to determine the relationship between characteristics of teacher preparation and practice and student comprehension of economics, as reflected in student scores on the Survey of Economic Understanding.

The Survey of Economic Understanding was administered to 1,195 Ohio high school students. Data relating to teacher practice and preparation was secured through a questionnaire completed by each of 35 randomly selected participating teachers.

Four factors were significantly correlated in a positive manner with student mean scores on the test: (1) use of Ohio Council on Economic Education materials; (2) reason for teaching course; (3) semester hours of college economics; and (4) attitudes toward college economic courses.

Nine factors found not to correlate significantly with student mean scores on the Survey of Economic Understanding were (1) type of

economics course; (2) mode of presentation; (3) use of Joint Council on Economic Education materials; (4) possession of a Master's degree; (5) recent college work in economics/economic education; (6) years of teaching experience; (7) area of certification; (8) type of teaching certificate; and (9) basic approach to instruction. 196 pp.

Order no. 72-22.056

20. Casey, Michael Thomas, Ed. D.
Columbia University, 1971

[sec]

ECONOMIC EDUCATION IN AMERICAN HIGH SCHOOLS, 1894-1924

Civics
College Teachers
Economic Education
Textbooks

Economic education merely survived in the schools during a period when competition from other social studies disciplines handicapped its growth in the curriculum as a separate course of study.

Professional economists and educators did not cooperate in the kind of effort needed to redesign economic education. Textbooks dominated economic education. 310 pp.

Order no. 72-1227

21. Ellis, Irby Compton, Ed. D.
University of Southern Mississippi, 1969

[sec]

A STUDY OF THE STATUS OF ECONOMIC EDUCATION IN THE SECONDARY SCHOOLS OF MISSISSIPPI

Concept Formation
Economic Education
Teacher Qualifications

The purposes were to evaluate student understanding of certain economic concepts and to determine the status of economic education in the secondary schools of Mississippi.

Using a questionnaire, data were collected on student enrollment in economic courses, qualifications of the teachers of economics, and social studies subjects that included units in economics.

The Test of Economic Understanding was administered to 1,000 seniors in 44 randomly selected Mississippi secondary schools stratified by size.

Conclusions were (1) students with formal training in economics

possessed a significantly higher degree of economic understanding than students without such training; (2) there was an apparent difference in economic understanding between Mississippi seniors and the national norming populations; (3) there was a difference in economic understanding between those students attending small schools in Mississippi and those attending large schools; (4) approximately 54 percent of the Mississippi seniors were enrolled in economics during the period covered by the study; (5) economic understanding possessed by Mississippi seniors was inadequate for effective citizenship; and (6) the academic preparation of those teaching economics and of social studies teachers was minimal. 115 pp.

Order no. 69-20,148

22. Gentry, Athal Dennis, Ed. D.
University of Denver, 1969

[sec]

ECONOMIC UNDERSTANDING OF NON-COLLEGE-BOUND SENIORS IN PUBLIC HIGH SCHOOLS IN INDIANA

Academic Performance
Economic Education
School Size
Sex Differences

The purpose was to measure the economic understanding of noncollege bound high school seniors. A Test for Economic Understanding was administered to 1,162 Indiana public high school seniors in 27 high schools. These schools were stratified and randomly selected.

Students who took the course in economics developed better understandings than those who have taken bookkeeping, work experience, etc. There were also some differences in small schools and large schools in teaching certain economic concepts. 120 pp.

Order no. 70-12,475

23. Holland, Thomas C., Ed. D.
North Texas State University, 1972

[sec]

AN ANALYSIS OF ECONOMIC UNDERSTANDING AND VALUES OF HIGH SCHOOL SENIORS IN A LARGE METROPOLITAN SCHOOL DISTRICT

Concept Formation
Economic Education
Values

One purpose was to determine if students enrolled in a one-semester, elective course in economics differed significantly in terms of economic understanding from students enrolled in Problems of Democracy.

Another purpose was to determine if an already existing value orientation affected a change in economic understanding.

The total sample of 153 students was divided into an experimental group and a control group. Test of Economic Understanding and Study of Values were administered to all students at the beginning of the semester and again at the end of the semester. Students and teachers also filled out questionnaires.

The following conclusions were drawn: (1) a one-semester course in economics does significantly change students' understanding of economics; (2) a student's preference for a particular value orientation cannot be used to predict success or failure in learning economic concepts, based on current capabilities to measure value orientation; and (3) the effect of cognition, in this case economics, has little impact on affective behavior, such as values. 107 pp.

Order no. 72-24,187

24. Nelson, James Bryon, Ed. D.
University of California, Berkeley, 1971

[sec]

AN EVALUATION OF THE ECON 12 ECONOMIC EDUCATION PROJECT

Academic Achievement
Curriculum Development
Economics
Evaluation
Inservice Teacher Education
Instructional Materials
New Social Studies Materials
Opinions
Teaching Methods

This study was an evaluation of the experimental ECON 12 project. Data were obtained on a population of 539 students in the experimental ECON 12 program. A control population of 460 students in other types of economic education experiences were selected in the same county. Pre and posttests of the Test of Economic Understanding and a locally developed Economic Opinion Survey were administered to both groups.

It was concluded that the students prepared by the experimental ECON 12 teaching system were not able to use concepts and analyze data to make rational decisions about economic issues as effectively as the students prepared by conventional types of economic instruction. The ECON 12 students also did not accept economic instruction with as much interest and concern as did the control population. In many respects the curriculum development practices and inservice activities did not meet the identified criteria. 294 pp.

Order no. 72-12

25. Rutledge, Walter Edward, Ph. D.
Georgia State University, School of Education, 1971

[sec]

AN ANALYSIS OF ECONOMIC UNDERSTANDING OF SELECTED HIGH SCHOOL SENIORS
IN THE ATLANTA PUBLIC SCHOOLS

Caucasian Students
Economic Education
Negro Students
Socioeconomic Influences

The purpose of the study was to analyze the economic understanding of 442 seniors randomly selected from seven senior high schools in the Atlanta public school system.

The Test of Economic Understanding was administered to the selected seniors.

The results were that the seniors from the Atlanta Public Schools scored significantly lower on the test than the national norm. There was a significantly better economic understanding among seniors who participated in a twelfth-grade course in economics than among seniors who did not elect the course. In the four socioeconomic groups, the higher the level of the group, the higher the mean score on the test. White seniors scored higher on the test than black seniors. 212 pp.

Order no. 72-2979

26. Schultz, Mindella Silverman, D. A.
Carnegie-Mellon University, 1972

[sec]

A SYSTEMATIC APPROACH TO DEVELOPING ECONOMIC MATERIALS FOR AN EIGHTH-
GRADE AMERICAN HISTORY COURSE

American History
Concept Formation
Economic Education
Junior High Schools
Teacher Education

The author designed a series of economics readings that would transmit to public school students the basic economic concepts designated as essential for coping with common economic problems. The four units covering economic concepts of scarcity, opportunity, cost, and economic growth were designed to fit into a traditional eighth-grade American history course.

The materials were used by 53 teachers and 2,851 students in Pittsburgh public and parochial schools. Four teachers and 178 students were used as controls. The designer and an economist met with the teachers for eight Saturday sessions while materials were being used. Pre and

posttests of economic understanding indicated that a combination of systematically designed materials and teacher training can produce a marked rise in economic literacy. 237 pp.

Order no. 72-29,865

27. Thomas, Lillie Ruth, Ed. D.
Arizona State University, 1969

[sec]

A COMPARATIVE STUDY OF THE EFFECTS OF COURSE ORGANIZATION ON ACHIEVEMENT IN CONSUMER EDUCATION CONCEPTS

Academic Performance
Concept Development
Consumer Economics

The purpose was to determine whether differences existed in the achievement of secondary school students who were taught consumer education through separate consumer education courses and those who were taught consumer concepts in economics or advanced general business courses that encompassed consumer education.

Groups were pretested, assigned a treatment, and posttested. The treatments were regularly taught subjects of business management, consumer economics, and economics. The total sample included 138 students.

It was concluded that there is no significant difference in the consumer education achievement of students enrolled in separate courses of consumer education and students taking economics or advanced general business courses which include consumer education concepts. 127 pp.

Order no. 70-4884

28. Wall, Carlton Dewey, Ph. D.
The Ohio State University, 1971

[sec]

CONTRIBUTING FACTORS TO THE ECONOMIC UNDERSTANDING OF HIGH SCHOOL SENIORS

Academic Achievement
Economic Education
Sex Differences
Socioeconomic Influences

The purpose of this study was to determine the level of economic understanding of 1,271 seniors in five Ohio public high schools as measured by Form B of the SRA Test of Economic Understanding. The study also sought to determine the relationship of other factors (sex, socioeconomic background, etc.) to economic understanding.

The test indicated that the level of economic understanding for seniors in the study was lower than that considered appropriate by a panel of competent judges.

The final study of economics significantly improves economic understanding for most students, but the study of general business does not contribute to economic understanding.

The socioeconomic background of students is significantly related to levels of economic understanding. Male high school students are superior to female students with respect to economic understanding. Work experience does not contribute to increasing levels of economic understanding. 149 pp.

Order no. 72-4683

29. Ganser, Carl Joseph, Ph. D.
The University of Wisconsin, 1969

[higher ed]

AN EVALUATION OF THE UNDERSTANDING OF ECONOMIC CONCEPTS BY BUSINESS EDUCATION AND SOCIAL STUDIES UNDERGRADUATE TEACHING MAJORS AT WISCONSIN STATE UNIVERSITY-WHITewater

College Students
Concept Formation
Economic Education
Student Teachers

The purpose was to determine the degree of economic concept understanding by both business majors and social studies undergraduate secondary education majors at Wisconsin State University-Whitewater.

Sixty-two business education seniors, 35 social studies seniors who had completed student teaching, and 152 social studies freshmen were the subjects. The data collected were from high school transcripts, college transcripts, and a questionnaire. The Test of Economic Understanding, Form A, was administered to all subjects.

No significant differences in understanding economic concepts were found between business education majors and social studies freshmen. It was concluded that business education seniors were as qualified to teach economic concepts as social studies seniors. 250 pp.

Order no. 69-22,385

30. Key, Charles Marion, Ed. D.
Indiana University, 1969

[higher ed]

EVALUATION OF KNOWLEDGES AND UNDERSTANDINGS ACQUIRED BY STUDENTS IN COLLEGIATE ELEMENTARY ECONOMICS APPPOSITE TO A SELECTED PROBLEM

College Teachers

Community Colleges
Economic Education
Knowledge Level

The purpose was to study the knowledge and understanding of basic analytic concepts and institutions acquired by students in collegiate elementary economics apposite to a selected macroeconomic problem.

A test was constructed and tried on 706 students. A refined test then was constructed and administered to 177 students.

It was found that students with prior instruction in economics achieved a statistically significant higher level of performance than did students without prior instruction. Therefore, it was concluded that direct benefit in achievement accrues to students who take collegiate elementary macroeconomics.

Students in large, urban, Florida public junior colleges surpassed students in small, urban colleges. 271 pp.

Order no. 70-7991

31. Bell, Betty Rowlett, Ed. D.
Arizona State University, 1972

[gen]

THE DEVELOPMENT OF ECONOMIC CONCEPTS IN THE MIDDLE SCHOOL TYPEWRITING CLASS

Concept Formation
Economic Education
Elementary Grades
Senior High Schools
Secondary Grades
Typewriting

The study's purpose was to determine if middle school children would increase their knowledge of economics by typing and proofreading drill materials which presented economic concepts.

The sample consisted of 50 sixth-grade, 50 seventh-grade, and 54 eighth-grade students who were randomly assigned to experimental and control groups.

For eleven weeks the experimental groups typed specially prepared drill exercises containing economic information while the control groups typed drill exercises from the textbook. At the conclusion of the experiment, the Inventory of Economic Understanding was administered to all groups.

The sixth- and seventh-grade experimental groups scored significantly better than the control groups. However, there was no significant difference between the experimental and control groups at the eighth-grade level. 126 pp.

Order no. 72-30,122

32. Boardman, Charles Coit, Ed. D.
University of Arkansas, 1969

[gen]

A STUDY OF THE AUDIENCE FOR AN OPEN-BROADCAST INSTRUCTIONAL TELEVISION
COURSE IN ECONOMICS

Adult Education
Attitudes
Economics
Television
Television Viewing

The program, Economic Education and Social Understanding of Economic Development, was designed to combat economic illiteracy through the medium of television. It consisted of 59 televised lessons broadcast over six commercial stations and one educational television channel. The purpose of the study was to appraise the effectiveness of this program by investigating the personal characteristics of the audience and their response to the televised lessons.

The sample was selected from a viewer population consisting of course enrollees and noncredit viewers. One hundred thirty subjects completed a questionnaire and information form.

A similarity was found between the personal characteristics of adult enrollees in this program and those in other open-broadcast telecourses. The typical adult viewer of this telecourse tended to be a middle aged, middle class, married female with some college background. The course held more appeal for elementary school personnel than for secondary school personnel. Postcourse attitudes of viewers toward instructional television while generally positive were not highly favorable. 127 pp.

Order no. 69-13,765

33. Parker, Edmond Thomas, Ph. D.
Northwestern University, 1969

[gen]

ECONOMIC EDUCATION IN ILLINOIS SCHOOLS (K-12): DESCRIPTION AND
INFERENCE

Administrative Personnel
Economic Education
Elementary Grades
Secondary Grades
Teacher Qualifications

Generalizations were based on a return of over 85 percent from a random sample of 4,664 teachers and administrators in public, parochial, and private elementary and secondary schools in Illinois. Teachers

represented each grade level and 15 different social studies, home economics, and business courses in junior and senior high schools.

It was found that 60.9 percent of all teachers had some course work in economics. Over half of the elementary teachers had at least one course. Inservice education in economics reached very few teachers. The resources used to teach economic content were limited in number and were traditional in approach.

It was concluded that many teachers do not perceive the implicit and explicit economic content of their curriculum. However, teachers who have taken more hours in economics give more treatment to economic topics. Inservice education was also significantly and positively related to treatment. 166 pp.

Order no. 70-6514

34. Prehn, Edward Christopher, Ed. D.
Columbia University, 1968

[gen]

THE INFLUENCE OF THE ECONOMIC EDUCATION MOVEMENT ON THE PUBLIC
SCHOOLS OF NEW YORK CITY, 1946-1966

Economic Education
Elementary Grades
Professional Associations
Secondary Grades

Alarmed by the "economic illiteracy" of the average American citizen, businessmen initiated a new economic education movement. The Joint Council on Economic Education was established and directed by local educators.

The study describes the changes in the economics component of the social studies curriculum in the New York City public schools between 1946 and 1966 and identifies the forces contributing to these changes.

By 1966, more and better economics was being included. The New York City Council on Economic Education revitalized economics in the public schools of the city. Yet in 1966, only 20 percent of the nation's high school graduates were studying economics as a separate discipline. 243 pp.

Order no. 69-6035

Geography

35. Bennett, Harvey Oran, Ph. D.
University of Oregon, 1972

[elem]

GEOGRAPHY AND TEACHER IN-SERVICE EDUCATION: A STUDY OF APPLICATIONS
OF SPATIAL INQUIRY FOR CURRICULAR IMPROVEMENT IN THE ELEMENTARY SCHOOL

Abstract Reasoning
Geography
Inservice Education

The study involved an inservice education program designed to help elementary school teachers analyze *place* as a resource for teaching and to use that skill in making improvements within the existing curriculum. Ten weeks were spent with teachers developing basic understanding of how to use the local area as a resource and how to use field methods from the discipline of geography to support local inquiry. The researcher then worked with teachers in the schools.

Data included teacher definitions of geography as a discipline, written evaluations of the inservice program, a semantic differential concerning the concept of geography, anecdotal records kept by teachers in the study, and numerous classroom observations and conferences by the researcher.

It was concluded that the use of the local landscape was helpful to teachers, and teachers reported that applying inquiry method to the local area provided new opportunities for creative classroom instruction. Both teachers and students felt using local study helped the curriculum become real. 191 pp.

Order no. 72-28,117

36. Hallquist, Robert Nels, Ed. D.
The University of Mississippi, 1968

[elem]

AN EXPERIMENTAL STUDY CORRELATING MUSIC WITH THE TEACHING OF GEOGRAPHY
IN THE SIXTH GRADE

Discussion (Teaching Technique)
Geography
Music

The purposes were to determine if music could significantly aid in the learning of facts about a particular country and to compare the committee method and the discussion method of studying geography.

The study dealt with geographical material on Germany as taught to eight randomly selected sixth-grade classes. Two classes studied the material by the discussion method, two by the discussion method correlated with music, two by the committee method, and two by the committee method correlated with music. Eight classrooms served as control groups. All were given an objective posttest on Germany at the conclusion of the unit and a delayed posttest for retention five months later.

It was found that the experimental classes scored higher on the posttest than the control groups. The discussion with music group scored higher on the posttest than the other experimental groups, but the committee with music group scored higher on the delayed posttest than any other group. 148 pp.

Order no. 69-3962

37. King, III, Franklin Lafayette, Ed. D.
East Texas State University, 1972

[elem]

A STUDY OF SELECTED VARIABLES INVOLVED IN THE USE OF ILLUSTRATIONS
WITH A GEOGRAPHIC TEXT

Geography
Illustrations
Maps
Map Skills
Textbooks

The purpose was to determine how effective illustrations are in supporting the narrative used in a geographic text. Students were randomly assigned to six groups, and 202 were actually used in the study.

The six groups of students used treatments which consisted of (1) narrative alone; (2) narrative with maps containing only that information important to the narrative opposite the maps; (3) narrative with maps and photographs; (4) narrative with maps, photographs, and instructions; (5) narrative with maps separated from the narrative and placed in an appendix; and (6) narrative with maps containing more information than was in the narrative opposite the maps. After the students completed working with the prepared materials, an examination was given to all students. Test scores, intelligence quotients, and reading achievement scores were used in the analysis.

There was no significant difference among the scores of the sixth-grade students in the six groups. 219 pp.

Order no. 73-4440

38. Lahnston, Anton T., Ph. D.
University of Washington, 1972

[elem]

A COMPARISON OF DIRECTED DISCOVERY AND DEMONSTRATION STRATEGIES FOR
TEACHING GEOGRAPHIC CONCEPTS AND GENERALIZATIONS

Concept Formation
Discovery Learning
Geography
Teaching Methods

The purpose was to investigate the effects of two social studies teaching strategies on learning by third-grade subjects. One strategy was a demonstration-deductive strategy based on the model by Tanck. The other strategy was a directed discovery-inductive approach based on the model by Hills. The strategies were measured as they affected the retention and transfer of several concepts and one generalization from geography.

Twenty-four subjects were assigned to a high intelligence group (top 30 percent) or a low intelligence group (bottom 30 percent) and then randomly assigned to a treatment group. Treatment lasted five consecutive school days, and subjects were tested for immediate retention and immediate transfer on the sixth day. Each subject was given mastery trials on successive days. Two weeks after taking the last mastery trial, each subject was administered a test of delayed retention and delayed transfer.

The results indicated that subjects in the demonstration strategy scored significantly higher on the immediate retention measure than students in the directed discovery strategy. On the measures of delayed retention, immediate transfer, delayed transfer and trials to mastery, there were no significant differences between the treatment groups. 157 pp.

Order no. 73-3740

39. Pelow, Randall Arthur, D. Ed.
The Pennsylvania State University, 1971

[elem]

PREDICTING APTITUDE FOR MODERN GEOGRAPHIC CONCEPTS IN SIXTH GRADE
PUPILS

Aptitude
Concept Formation
Geography
Space Orientation

The purposes were (1) to prepare a criterion measure of a sixth-grade pupil's aptitude for solving modern geographical problems relative to concepts within a single category; and (2) to determine whether prediction of a pupil's score was possible on the above measure (known as the

Geographic Aptitude Indicator for Land Utilization or GAILU).

The investigator prepared a number of test items. One hundred and five students comprising the sample were administered the test. Achievement scores of students from standardized tests were also used.

It was concluded that the GAILU instrument achieved acceptable indices of item difficulty, biserial coefficients, and item discrimination. However, the reliability coefficients appeared low. It was concluded that the GAILU instrument can be used as an additional tool in studying a sixth-grade pupil's aptitude for comprehending modern geographic concepts relative to a single category of geographical concepts (land utilization). 174 pp.

Order-no. 72-19,363

40. Steinbrink, John Edwards, Ed. D.
University of Georgia, 1970

[elem]

THE EFFECTIVENESS OF ADVANCE ORGANIZERS FOR TEACHING GEOGRAPHY TO
DISADVANTAGED RURAL BLACK ELEMENTARY STUDENTS

Cognitive Processes
Disadvantaged
Geography
Negro Students
Rural Schools

The study's purpose was to determine whether advance organizers facilitate cognitive achievement among disadvantaged black elementary students. The treatment materials consisted of a geography unit, Geography Curriculum Project, University of Georgia.

The study involved three teachers and six classes. Adjusted posttest achievement scores of the experimental treatment group taught with advance organizers were compared with scores of the control group; a difference at the .01 level of significance was found. The conclusion was that advance organizers could have implications for teachers and textbook writers working with disadvantaged students. 277 pp.

Order no. 71-13,133

41. Bloomer, Francis Eldon, Ph. D.
The Ohio State University, 1971

[sec]

SOCIAL STUDIES TEACHERS' PERCEPTION OF TOPICS IN GEOGRAPHY

Geography
Methods Courses

Student Teachers
Teacher Attitudes

The purpose of this study was to determine the importance of selected topics in high school geography as viewed by secondary social studies teachers. The hypothesis was that social studies teachers and leaders in the field of geography hold disparate views on the importance of geography topics.

A questionnaire was sent to 200 social studies teachers in 26 different states. An additional 80 questionnaires were given to social studies teachers-in-training who were attending social studies methods classes.

It was found that leaders in the field of geography and social studies teachers do not value the same topics in geography. Social studies teachers-in-training and secondary school social studies teachers showed very close agreement on the importance of selected topics in geography. 215 pp.

Order no. 72-4425

42. Cotton, James Vaughn, Ed. D.
The Pennsylvania State University, 1968

[sec]

THE STATUS OF PUBLIC SENIOR HIGH SCHOOL GEOGRAPHY IN MARYLAND,
1964-1965

Geography
State Supervisors
Teacher Qualifications

The purpose was to study all aspects of geographic education in the public senior high schools of Maryland. A questionnaire was sent to each teacher of geography in the public senior high schools of Maryland, and teachers' credentials were made available for the purpose of determining their background in college geography courses. The questionnaire was completed and returned by 109 of 153 geography teachers for the 1964-65 school year.

Maryland has made a greater effort than other areas of the United States to include geography as an important part of the curriculum. The lack of a statewide, required geography course is regrettable, but several counties have established such a course.

Recommendations for improving geography teaching in Maryland are given. 205 pp.

Order no. 69-14,503

43. Hromyk, William John, Ph. D.
University of Oregon, 1972

[sec]

AN EVALUATION OF HIGH SCHOOL SENIORS' KNOWLEDGE OF ANGLO-AMERICAN GEOGRAPHIC CONCEPTS

Concept Formation
Geography
Evaluation

The first purpose was to isolate some of the important concepts necessary for an understanding of Anglo-American geography. Juries of educators and professional geographers evaluated the importance of these items. The second purpose was to determine the extent to which the 62-item concept questionnaire was understood by 2,258 Saskatchewan twelfth-grade students.

The major conclusion was that approximately 40 percent of the knowledge deemed important for Saskatchewan secondary students was possessed by them, as measured by the study's instrument. The study therefore suggests that the social studies curriculum relating to geography be revised and that the effectiveness of teaching methods presently employed be evaluated. 303 pp.

Order no. 73-7905

44. Kurfman, Dana George, Ed. D.
University of Illinois, 1968

[sec]

A CURRICULUM REVISION EVALUATION MODEL: ITS TRYOUT AND REVISION

Curriculum Development
Evaluation
Geography
Instructional Materials
Models
New Social Studies Materials
Sex Differences

The purpose of this study was the elaboration of a model for evaluating curriculum material. A school tryout of a High School Geography Project unit also served as a tryout for the evaluation model.

Twenty-seven teachers and 1,200 students participated. The changes suggested in the unit's evaluation report were compared with the subsequently revised unit to determine the effectiveness of the reporting procedures in communicating results to editor-developers.

In both rating and revising curriculum material, questionnaire data were more useful than test data. It was also found that teachers with a strong geography background obtained significantly different results than their counterparts on some units of study, but not on others. Student attitudes toward material also differed significantly in terms of sex, grade level, and verbal aptitude. 175 pp.

Order no. 69-10,756

45. McCauley, Huey Sifton, Ed. D.
Auburn University, 1969

[sec]

GEOGRAPHIC EDUCATION IN SELECTED HIGH SCHOOLS

Concept Formation
Geography
Teacher Qualifications

Among the purposes were to identify fundamental geographic concepts and to analyze existing geographic education programs in selected high schools in terms of content and preparation of geography teachers.

The investigator designed a Checklist of Major Geographic Concepts. Geography and American history teachers in 17 selected high schools in six southern states indicated the extent to which they emphasized these concepts in their teaching.

Only three of the nine concepts received average or slightly above average amounts of attention from the 70 teachers who participated in the study. The questionnaires also revealed that the majority of the teachers had completed less than one year (six semester hours) of college geography. 165 pp.

Order no. 70-3350

46. Richburg, Robert Williams, Ph. D.
University of Colorado, 1971

[sec]

THE APPLICATION OF ITEM SAMPLING PROCEDURES TO THE EVALUATION OF AN INNOVATIVE GEOGRAPHY CURRICULUM

Academic Achievement
Curriculum Evaluation
Geography
Map Skills
New Social Studies Materials
Testing

The purpose was to demonstrate the usefulness of item sampling testing procedures in the evaluation of two units, *Geography in an Urban Age*, from a new, federally funded curriculum program in geography.

Thirty-seven teachers and about 1,250 students from all parts of the country were involved in the study. One thousand students and 29 teachers used the two experimental units while 250 students and eight teachers utilized a world regional or world patterns geography curriculum. Students were equal in verbal ability.

The results showed that students using the two experimental units achieved and retained more than students of equal verbal ability on measures of (1) concept knowledge of urban and economic geography; (2) interest in the study of geography; (3) positive attitudes toward sources of geographic information; and (4) openness of cognitive style.

However, students using the two experimental units achieved and retained as much as, but no more than, students of equal verbal ability on measures of (1) map and graph reading skills; (2) knowledge of the distribution of physical and human phenomena in the world; and (3) knowledge of nation location.

The item sampling procedure proved to be an efficient but complex way to collect data on a broad range of learning objectives. 153 pp.

Order no. 72-3694

47. Wise, John Harold, Ph. D.
The University of Iowa, 1969

[sec]

THE NATURE AND DEVELOPMENT OF GEOGRAPHY IN THE SECONDARY GRAMMAR AND COMPREHENSIVE SCHOOLS OF ENGLAND AND WALES (VOLUMES I-III)

Evaluation
Geography
Teachers

The purposes were to investigate the nature and place of geography in the English and Welsh secondary, grammar, and comprehensive schools at the present time and to note how the subject's major characteristics have come about.

The sample included one-third of the geography department heads and one-quarter of the specialist geography teachers in secondary, grammar, and comprehensive schools, plus English and Welsh university professors of geography. All responded to a questionnaire.

It was concluded that geography accepts responsibility for presenting many concepts that are essentially the domain of other subjects. The lack of correlation between geography and history has reduced the possible effectiveness of both subjects. 1,180 pp.

Order no. 70-4439

48. Womack, James Alonzo, Ph. D.
United States International University, 1969

[sec]

AN ANALYSIS OF INQUIRY-ORIENTED HIGH SCHOOL GEOGRAPHY PROJECT URBAN MATERIALS

Geography
 Inquiry Training
 New Social Studies Materials
 Sex Differences
 Urban Areas

The purpose was to determine the effectiveness of the inquiry-oriented materials and methods used in the urban unit of the High School Geography Project. Twelve teachers and 650 students in six junior high schools participated in the study. Students were divided into three groups. The control group did not receive urban geography instruction. Experimental Group One was instructed in a traditional manner. Experimental Group Two was instructed in an "inquiry-oriented" manner with HSGP materials.

It was concluded that inquiry-oriented materials are as effective for learning as traditional materials. High ability males and low ability females apparently learn more effectively in inquiry-oriented classes. 160 pp.

Order no. 69-19,824

49. Green, Joe L., Ed. D.
 University of Arkansas, 1970

[higher ed]

AN ANALYSIS OF FACTORS RELATED TO ACADEMIC ACHIEVEMENT IN INTRODUCTORY GEOGRAPHY AT THE UNIVERSITY OF ARKANSAS

Academic Performance
 Geography
 Grades

The purposes of this study were (1) to identify the factors which were most closely related to achievement in introductory college geography; (2) to formulate regression equations for predicting two criteria of geographic achievement; and (3) to determine relationships between the two indices of geographic achievement.

The sample consisted of 286 students who completed global geography at the University of Arkansas during the fall semester of 1968-69.

High school grade point average was shown to be the best intellectual predictor of final grades. Having a parent employed in education was the best nonintellectual factor in predicting this criterion. 202 pp.

Order no. 70-17,166

50. Robertson, Floyd Charles, Ed. D.
 Brigham Young University, 1968

[higher ed]

THE STATUS OF GEOGRAPHY EDUCATION IN THE TWO-YEAR COLLEGES OF THE UNITED STATES

Community Colleges
Geography
Liberal Arts

The purpose was to determine the status of geography education among the two year colleges of the United States. A stratified random sample was drawn from the *Junior College Directory*. Questionnaires were sent, and a final return of 73.5 percent was realized.

It was found that enrollment level is a significant factor in a college's decision to offer geography courses. The introduction of geography courses is also influenced by whether the courses can be used to fulfill general education requirements. Four courses, Introduction to Physical Geography, Introduction to Geography, Introduction to Cultural Geography, and Economic Geography, dominated the geography course offerings among two year colleges. 108 pp.

Order no. 69-3009

51. Henzl, Sister Elizabeth Mary, S.N.J.M., Ed. D. [gen]
Indiana University, 1969

A PROPOSAL FOR ADAPTING DISCOVERY LEARNING IN A SPIRAL CURRICULUM TO THE TEACHING OF GEOGRAPHY

Curriculum Development
Curriculum Guides
Discovery Learning
Elementary Grades
Geography
Secondary Grades

The study was intended to demonstrate factors involved in curricular design with application to geography; factors were based upon recent insights into theories of learning and cognition.

The data sources were surveys of related literature and research, interviews with specialists in psychology of learning and geography, and consultation with classroom teachers who did some action research.

The study demonstrated (1) the feasibility of a curricular design involving a synthesis of threefold structures for the discipline of geography; and (2) one procedure for effecting such a design. 283 pp.

Order no. 70-7971

52. Peters, William, Ph. D. [gen]
University of Minnesota, 1969

PERCEPTUAL AGREEMENT OF SOCIAL STUDIES TEACHERS AND PROFESSIONAL
GEOGRAPHERS ON ASPECTS OF A COGNITIVE GEOGRAPHIC PARADIGM

Cognitive Processes
College Teachers
Geography
Models
Teachers

The purpose was to examine the relationships between the perceptions of professional geographers and social studies teachers on selected geographic concepts.

Seven key geographic concepts were identified and used to construct an instrument which would measure the perceptions of professional geographers, geography teachers, and social studies teachers.

The verbal response pattern of social studies teachers reflected a focus on distribution description in segments of space rather than on interpretation of functional relationships between patterns based on process concepts. Results on other parts of the test instrument showed no significant differences. 176 pp.

Order no. 70-15,785

History

53. Allerman, Janet Elaine, Ph. D.
The University of Iowa, 1968

[elem]

THE USE OF PRIMARY SOURCE MATERIALS IN TEACHING FIFTH GRADE HISTORY

American History
Instructional Materials
Skill Development

The purpose was to identify, locate, and incorporate primary source materials into a fifth-grade social studies program.

Twenty six fifth-grade classes were divided into an experimental and a control group with 250 students in each group.

Instruments used in the study were (1) a teacher questionnaire; (2) a student questionnaire; (3) a pre and postachievement test designed by the investigator; (4) Iowa Tests of Basic Skills--Work Study Skills section; and (5) the Lorge Thorndike Intelligence Tests (experimental group only).

Teachers indicated that the materials were acceptable as supplementary. Students tended to indicate a favorable response toward the use of source materials.

The findings showed (1) a significant difference between Iowa Basic Skills-Work Study Skills scores of the experimental and the control children; (2) a significant difference between the posttest means of the experimental boys and the control boys; (3) a significant difference in the boys on the Iowa Basic Skills-Work Study Skills; and (4) a significant difference between the pretest and posttest means of the experimental high intelligence group and the experimental low intelligence group when the pretest was used as the covariant. 487 pp.

Order no. 68-16,775

54. Agostino, Vincent Robert, Ed. D.
Ball State University, 1969

[sec]

IMPLICATIONS FROM GENERAL SEMANTICS FOR THE TEACHING OF SECONDARY SCHOOL HISTORY

History
Semantics
Teachers

It is argued that educators' lack of general semantics training has frustrated and inhibited attempts to raise history teaching/learning to more "intellectual" levels, that is, more deliberately reflective, problem oriented, critically approached levels. The schools apparently deal with history as a pumping operation--static knowledge fed to static knowers.

The dissertation urges revision of the "boundaries" of history. 215 pp.

Order no. 70-5267

55. Beebe, Ralph Kenneth, Ph. D.
University of Oregon, 1972

[sec]

A CASE STUDY IN THE DEVELOPMENT AND FIELD TESTING OF AN INNOVATIVE HIGH SCHOOL AMERICAN HISTORY COURSE

American History
Evaluation
Inquiry Training
Mass Media

The purposes were (1) to provide a description of the successes and failures of a classroom teacher in attempting curriculum innovation; and (2) to test whether mass media can be effective as a motivating

and teaching tool in dealing with historical events.

Four classroom sections of a nine-week, eleventh-grade elective called The United States in the Late 1940s constituted the major field test. Students were provided with copies of mass publication magazines and newspaper microfilm produced in 1948.

Independent evaluators and the researcher agreed that the course was more popular than the average course and that cognitive gains tended to be real, although somewhat superficial. 196 pp.

Order no. 73-7862

56. Browne, Joseph Lewis, Ph. D.
University of Maryland, 1972

[sec]

THE ROLE OF THE HISTORIAN IN THE DEVELOPMENT OF HISTORY IN THE
SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM, 1959-1969

Attitudes
Curriculum Development
History

The study described and analyzed historians' attitudes concerning history in the secondary school social studies curriculum between 1959 and 1969.

Four major curricular approaches evolved from historians' work in the 1960s. Older historians supported a traditional approach in which they attempted to combine and preserve contradictory approaches dating from earlier in the century. Three other groups of historians developed reform approaches designed to overcome the weaknesses of the traditional approach. The inductive approach emphasized the use of the historical method; the humanist approach focused on important value questions; the scientific approach emphasized the development of valid generalizations about human behavior.

In the 1960s historians accepted a greater responsibility for the problems of secondary school social studies than they had in the previous thirty years. Despite changes in the 1960s, it is not clear whether historians are prepared to make further changes of a substantial nature. 238 pp.

Order no. 72-18,943

57. Draper, Wallace Dean, Ph. D.
Southern Illinois University, 1970

[sec]

AN ANALYSIS OF ADVANCED PLACEMENT AMERICAN HISTORY PROGRAMS IN
SELECTED ILLINOIS PUBLIC SECONDARY SCHOOLS, 1969

Advanced Placement Programs
 American History
 Evaluation
 Teaching Methods

The purpose of this study was to survey current course offerings in selected Advanced Placement American History programs in Illinois public secondary schools. Twenty-two of the 25 selected schools completed the questionnaire.

Major conclusions were as follows: (1) there were few directors of secondary education employed in these schools; (2) medium-sized secondary schools have larger Advanced Placement American History enrollments than do larger schools; (3) little effort has been made to establish the course as a result of pilot studies or experimental programs; and (4) resource individuals, panel discussions, and simulations were given little consideration in Advanced Placement programs. 155 pp.

Order no. 71-9984

58. Durance, John Charles, Ph. D.
 The Ohio State University, 1969

[sec]

SAMUEL HALLETT: THE CAREER OF AN AMERICAN PROMOTER, WITH IMPLICATIONS
 FOR THE TEACHING OF HISTORY

American History
 History
 Inquiry Training

To illustrate the use of historiography for high school students and teachers, the biography of Samuel Hallett has been written to demonstrate that the selection and organization of content is inseparable from both teaching method and historical method. The dissertation was based on experience helping students and teachers answer questions such as what is history, what is historical method, and how can biography be utilized in the teaching of history.

An appraisal of Hallett's brief and controversial career was incorporated into the text as a further illustration of the historian's obligation to interpret as well as to record. 228 pp.

Order no. 70-19,310

59. Harris, William Stuart, Ed. D.
 The University of Alabama, 1970

[sec]

DIARIES OF AMERICAN HISTORY, 1492-1865, FOR USE IN SECONDARY SCHOOL SOCIAL STUDIES

American History

Curriculum Development
Diaries

In this study more than 200 diaries from 1492-1865 which might be used by secondary school teachers as primary source material were identified. The diaries were selected on the basis of their historical content and accessibility and were arranged categorically into units or chapters according to the material which they contained.

The study of diaries may serve as a means of stimulating more interest in social studies. 227 pp.

Order no. 71-9096

60. Moseley, Lillian Frances Smith, Ph. D. [sec]
Texas A & M University, 1969

CHANGING CONCEPTS IN INSTRUCTIONAL PROCEDURES IN HIGH SCHOOL HISTORY
TEACHING SINCE 1900

American History
History
Inquiry Training
Teachers
Textbooks

The purpose was to trace the development of classroom instructional procedures in high school history teaching since 1900 as reflected in the professional literature of the period, with special reference to the teaching of United States history.

The study describes (1) how attention was progressively focused on the teacher as the guide of student learning activities; (2) how the curricular image of high school history changed from content to be learned to a resource to be utilized; and (3) how prevalent learning theory influenced classroom teaching. 178 pp.

Order no. 70-9706

61. Nesmith, Frances Jane, Ed. D. [sec]
Columbia University, 1968

A HIGH SCHOOL STUDENT'S GUIDE TO LOCALIZED HISTORY, TEXAS, 1870-1900

American History
Curriculum Development
Curriculum Guides
History Instruction
Inquiry Training

The purpose was to develop a student/teacher guide for studying Texas history, 1870-1900. The study emphasizes the use of historical methods in studying local history. It is concluded that an extended form of the model guide would enable a student to apply historical method to the real evidences of a community's entire past and to thereby understand its meaning and influence on the present. 238 pp.

Order no. 69-10,549

62. Polley, Robert Edward, Ed. D.
University of Northern Colorado, 1972

[sec]

A MODEL FOR THE INTEGRATION OF LOCAL HISTORY AND NATIONAL HISTORY AT
THE HIGH SCHOOL LEVEL

American History
Instructional Materials
Neighborhood
Unit Plan

The purpose was to construct teaching resource units which would integrate local and national history in the secondary school curriculum. The study presents a model for teaching local history as part of the secondary American history course.

The hypothesis that local history is generally ignored in the public schools and needs a different approach cannot be validated until the model is tested. 350 pp.

Order no. 73-304

63. Pratt, Frederick Hayes, Ed. D.
Arizona State University, 1970

[sec]

THE EFFECT OF FREQUENT TESTING IN AMERICAN HISTORY UPON STUDENT
ACHIEVEMENT AND ATTITUDES

Academic Performance
American History
Attitudes
Testing

The purpose was to determine whether there was a significant difference in achievement in American history and in attitudes toward the instructor between groups of students exposed to frequent testing and those exposed to infrequent testing.

The sample included students from two American history classes.

There was no significant difference in achievement or retention between the two groups. As for attitudes, the experimental group

(more frequent testing) appeared to have an increased belief in the fairness and sense of humor of the teacher. 135 pp.

Order no. 70-11,892

64. Sleeper, Martin Elihu, Ed. D.
Harvard University, 1972

[sec]

A STUDY OF THE USES OF HISTORY IN ADOLESCENCE

Adolescence
Adolescents
History
Developmental Tasks
Time Perspective

The major problem was to explore the extent to which an adolescent utilizes a perception of history as he undergoes the psychological process of development. The study consisted of extensive individual interviews with 30 high school seniors. The first section of each interview dealt with the student's autobiographical description (particularly his attitudes toward events in the present), his anticipated involvement in future societal issues, and his portrait of his parental and grandparental past. The second portion focused on the student's views and interpretations of events in societal history.

The interviews suggested the existence of two categories of past reality for students. The first included a sense of the autobiographical past. The second category was understood as history; a body of knowledge both interesting and valuable, yet separate from individual concerns. Only direct, experiential connection through particular events relating to both individual past and history brought the two categories together.

The adolescent's perception and utilization of history appears related to the psychological concerns of his development. It is concluded that the task of the secondary school history educator is to offer history in a manner which permits the adolescent to apply the analysis and interpretation of historical knowledge to the more general concerns of his own development. 151 pp.

Order no. 72-31,049

65. Van Leuvan, Daniel Levi, Ed. D.
Columbia University, 1969

[sec]

LOCAL HISTORY AND ITS USES IN TEACHING AMERICAN HISTORY

American History
Instructional Materials

Resources
Values

The major purpose was to illustrate how the materials of local history can be effectively integrated and utilized within the instructional framework of the American history course offered in many American high schools.

Types of local historical materials and guidelines for the teacher are included. 108 pp.

Order no. 70-4587

66. Fredriksson, William Harvey, Ph. D. [higher ed]
Texas A & M University, 1972

A COMPARATIVE STUDY OF ATTITUDES CONCERNING THE NEED AND EFFECT OF
REQUIRED AMERICAN HISTORY AND GOVERNMENT IN SELECTED TEXAS COLLEGES
AND UNIVERSITIES

American Government (course)
American History
Attitudes
Colleges
Legislators

The major purpose was to compare the attitudes of instructors in selected Texas colleges with the attitudes of selected Texas legislators toward the needs and effect of required courses in American history and government.

There was general agreement on purposes and objectives between the instructors and legislators; the groups also showed a high correlation of agreement on need. However, their opinions did not correlate highly with opinions of the student population. There were attitude differences concerning the effects of American history among the three groups. 186 pp.

Order no. 73-3530

67. Jordan, William Bennett, Ed. D. [higher ed]
Auburn University, 1970

EVALUATION OF STUDENTS IN HISTORY COURSES IN SOUTHERN JUNIOR COLLEGES

Attitudes
Community Colleges
Evaluation
History
Teachers

The study identified the components of student evaluation most used by teachers in history courses of junior colleges in Alabama, Georgia, Florida, and Mississippi.

It was found that teachers used few innovative practices in evaluating students for final course grades. There was a pronounced tendency for history teachers to rely primarily on teacher-made objective and essay tests for student evaluation; few to no other evaluation methods were considered. The junior college history teacher's attitude toward education was revealed as being only slightly progressive. 100 pp.

Order no. 70-25,567

68. Barr, Robert Dale, Ph. D.
Purdue University, 1969

[gen]

THE CHANGING ROLE OF HISTORY IN THE AMERICAN PUBLIC SCHOOLS

Changing Attitudes
History
Inquiry Training
Problems

The study was based on the contention that the unique characteristics of the contemporary society have rendered the teaching of history as substantive information dysfunctional and that this fact has led to an identifiable trend toward utilizing history as a means for teaching inquiry skills.

The investigator reviewed all recommended models for history instruction since 1890. 166 pp.

Order no. 70-8853

69. Bricker, David Carroll, Ph. D.
The John Hopkins University, 1969

[gen]

MORALITY AND THE TEACHING OF HISTORY

History
Knowledge Level
Moral Values
Values

It is frequently asserted that teaching history improves the morality of those to whom it is taught. This dissertation deals with the meaning of that view. It analyzes the concept of "knowledge of history" as well as the related concepts of "teaching" and "history."

The summary concludes that if the rationalistic account of the practical syllogism is correct, morality is not advanced by the

teaching of history. But if the teleological account is correct, teaching history fosters moral improvement by providing knowledge that may be used indirectly to support moral judgments. 133 pp.

Order no. 70-11,776

70. Coons, Daniel Edgar, Ed. D. [gen]
State University of New York at Albany, 1971

AN ANALYSIS OF SELECTED AMERICAN HISTORY SYLLABI ACCORDING TO FIVE CURRICULUM DETERMINANTS

American History
Curriculum Development
Curriculum Guides
Models

The study is a descriptive analysis of the New York State American History syllabi of 1941, 1953, and 1965; a paradigm is applied to the materials. A jury of experts determined the researcher's expertise in correctly categorizing declarative statements in the syllabi.

It was concluded that although the terms used to identify the program varied, the content remained primarily the same. Among the five determinants studied, it appeared that program designers had been more concerned with the contentual determinant and less concerned with the acquisitional determinant. 142 pp.

Order no. 72-31,762

71. Goff, Eva Harriet, Ed. D. [gen]
Columbia University, 1968

A SCRIPT FOR INSTRUCTIONAL MATERIALS RELATED TO SELECTED BEHAVIORAL TASKS OF HISTORICAL METHOD

History
Inductive Methods
Inquiry Training
Instructional Materials
Law Education

The study consists of a film script, a rationale for the film's instructional use, and an account of how the script was developed. The film's purpose is to introduce pupils, by inductive means, to a study of the historical method.

The results include a film script plus teacher and student guides. The script simulates a court trial and asks the viewer to serve as a member of the jury. It is presumed that once students have experienced the difficulties of evaluating courtroom evidence, they will

be aware of the difficulties historians have in evaluating data. 131 pp.

Order no. 70-13,772

Human Relations

72. Arnold, Nancy Joyce, Ph. D. [elem]
The University of Connecticut, 1971

THE EFFECTIVENESS OF THE *PEOPLE ARE PEOPLE* CURRICULUM PACKAGE IN PRODUCING POSITIVE ATTITUDES TOWARD MAJORITY AND MINORITY GROUP MEMBERS IN INNER-CITY AND SUBURBAN ELEMENTARY CLASSROOMS

Attitudes
Curriculum Development
Curriculum Evaluation
Disadvantaged Youth
Human Relations
New Social Studies Materials

The purpose was to measure the effect of *People Are People* in producing positive growth in attitudes toward majority and minority group members.

The sample used 14 suburban classrooms composed of mostly white, sixth graders and 12 inner city classrooms with mostly black, fifth graders. The modified Bogardus Social Distance Scale was used to measure the effect of *People Are People*.

People Are People used with the suburban children produced positive growth in attitudes toward blacks and groups of people other than whites. However, there was no significant change in the inner city sample. 117 pp.

Order no. 72-14,213

73. Hoffman, Theodore Glenn, Ed. D. [elem]
Wayne State University, 1969

EFFECTIVENESS OF A SPECIAL SOCIAL STUDIES HUMAN RELATIONS PROGRAM IN REDUCING RACIAL STEREOTYPING AT THE ELEMENTARY LEVEL

Human Relations Programs
Sex Differences
Stereotypes

The study's purposes were (1) to select and arrange a set of curriculum experiences; and (2) to determine if a reduction in racial stereotyping

could be induced in elementary school children by substituting these curricular experiences for the usual social studies curriculum during a six-week period.

Two human relations units were developed for use at lower and upper elementary grades. One class at each grade level 1-6 used the human relations units while a control group followed the regular social studies curriculum. A pre and post Racial Stereotype Discrimination Test was administered to both groups.

There was no significant difference in racial stereotyping between the experimental and control groups with reference to pictures of boys and girls. There was a significant reduction in racial stereotyping among the experimental population according to grade level. There was a significant reduction in racial stereotyping among the experimental population according to sex. Girls stereotyped according to race significantly less than boys. There was no significant reduction in racial stereotyping among the experimental population according to the racial identity within the pictures. 188 pp.

Order no. 70-3426

74. Kostohryz, Vernon Ray, Ph. D.
North Texas State University, 1971

[elem]

CHANGES IN SOCIAL DISTANCE AFTER THE INCLUSION OF SPANISH INSTRUCTION IN A FIFTH-GRADE SOCIAL STUDIES UNIT

Languages
Spanish
Stereotypes
Unit Plan

This study was concerned with the change in social distance to foreigners after the inclusion of Spanish language instruction in a four-week, fifth-grade social studies unit on Latin America. A total of 166 children were involved.

The control group received no foreign language instruction but was given daily instruction for an average of 50 minutes in a Latin America social studies unit.

The experimental group received the same total amount of instruction on Latin America, but the instruction was broken down into 20 minutes of Spanish language instruction and 30 minutes of a condensed version of the unit being taught to the control group.

The Bogardus Social Distance Scale was administered before experimental treatment, at the conclusion of the four-week treatment period, and four weeks after the conclusion of the unit.

There was a significant reduction in social distance toward people

from foreign countries in general. However, the effects of reduced social distances tended to nullify after a four-week period without formal instruction about foreign countries or foreign language. The group taught the unit including Spanish language instruction was less susceptible to this adverse trend than the group whose unit included no language instruction. 115 pp.

Order no. 72-4089

75. Litcher, John Hannibal, Ph. D.
University of Minnesota, 1970

[elem]

CHANGE IN ATTITUDES TOWARD BLACKS BY WHITE ELEMENTARY SCHOOL CHILDREN
AFTER USE OF MULTIETHNIC CURRICULAR MATERIALS

Attitudes
Caucasian Students
Instructional Materials
Multicultural Textbooks
Negroes

The purpose of this study was to determine if the attitudes and stereotypes of white children toward black children could be positively changed or reduced through the presentation of multiethnic curriculum materials which depict blacks in middle class as well as lower class situations.

One experimental group of 24 children received a unit of instruction that contained visual materials depicting mixed racial groups of children in a middle class setting. The second experimental group of 24 children received an identical treatment but used visual materials depicting mixed racial groups in a lower class setting. The 78 children in the three control groups received the regular curriculum instruction of the selected school. All 126 children in the sample were second graders.

No significant differences were noted between the responses of the children in experimental groups and those in control groups on the five instruments measuring racial attitude and stereotypes in pretests and posttests. The similarity of responses indicated that the treatments designed to change attitudes and reduce stereotypes were generally ineffective. However, the results of the achievement test designed to measure cognitive gain indicated significant difference in the two groups. In content achievement, the mean scores of children in the experimental groups were significantly higher and different from the mean scores of children in the control groups. 158 pp.

Order no. 71-18,771

76. Meeker, David Lewis, Ph. D.
Kent State University, 1969

[sec]

MEASURING ATTITUDE AND VALUE CHANGES IN SELECTED HUMANITIES AND HUMAN RELATIONS PROGRAMS

Attitudes
Human Relations Programs
Values

The study concerns attitude and value changes resulting from selected humanities and human relations programs. Affect changes were measured with a semantic differential instrument designed by the author and with Gordon's Survey of Interpersonal Values.

Students from five high schools were selected for the project. Three schools provided control groups. The pretest-posttest control group design was used. Instruments were administered to 403 students in the fall of 1967 and to 365 students during the last two weeks of May 1968.

There were no differences significant at the .05 level on the Survey of Interpersonal Values. It was concluded that significant attitude changes did not take place, except in a few specific areas, as a result of the humanities and human relations programs studied. 134 pp.

Order no. 70-5962

77. Troutman, Jr., Benjamin Iber, Ed. D.
University of Georgia, 1972

[sec]

THE IMPACT OF RACE, CASTE, AND PREJUDICE ON THE ETHNIC ATTITUDES OF HIGH SCHOOL STUDENTS: A MULTIMETHOD ASSESSMENT

Anthropology
Attitudes
Curriculum Development
Evaluation
New Social Studies Materials
Sex Differences
Unit Plan

The purpose was to assess the impact of the University of Georgia Anthropology Curriculum Project's ethnic relations unit, *Race, Caste, and Prejudice* (RCP), on the ethnic attitudes of high school students.

The subjects were 157 white and ten black experimental students and 103 white and seven black control students from two high schools. A cognitive-affective instrument and an investigator-constructed semantic differential scale measured attitude change with pre and posttests.

At the end of the treatment period, the experimental group held more favorable attitudes. The interaction effects of treatment and socioeconomic status were not significant; neither were the interaction

effects of treatment and sex. Data from nonparticipant observation indicated favorable teacher and student evaluation of the unit, although both students and teachers felt that the material was difficult. 184 pp.

Order no. 72-34,156

78. Carmichael, Warren Clifton, Ed. D.
The University of Oklahoma, 1968

[gen]

AN INSTRUMENT TO MEASURE ATTITUDES AND OPINIONS TOWARD HUMAN RELATION ISSUES

Attitudes
Human Relations
Opinions
Teachers

The purpose was to develop and validate an instrument which would identify negative attitudes and opinions of individuals and/or groups in certain human relations areas where conflict, misunderstanding, and tension often appear. The Q SORT technique was selected as the basis for constructing the instrument.

Test reliability was obtained through the test-retest procedure. The instrument was administered to 20 teachers in an all-white school and 20 teachers in an all-Negro school. The instrument did not discriminate between groups; therefore, the validity of the instrument was not established. 115 pp.

Order no. 69-1980

International Education, Foreign Relations, World Affairs

79. Belden, George Bradley, Ph. D.
The Florida State University, 1972

[elem]

A STUDY TO DETERMINE IF TEN-YEAR-OLDS CAN DEVELOP AN ACTIVE CONCEPTUALIZATION OF PEACE AS RECONCILIATION

Concept Formation
Conflict Resolution
Projects

The purpose was to test the theory that fourth and fifth graders can be intellectually challenged to develop an active conceptualization of

peace as reconciliation by using content which involves multimedia augmented by, or not augmented by, receptive activity.

Two hundred fourth and fifth graders were divided into three groups, one control and two experimental. One experimental group received the multimedia treatment only, while another experimental group received the multimedia treatment augmented by receptive activity. The two experimental groups studied a unit on the Netsilik Eskimo from *Man: A Course of Study* for eight weeks. Data were gathered by pre and posttests.

The multimedia treatment produced greater mean gain scores than did the treatment using multimedia augmented by receptive activity. The theory, therefore, had to be rejected. 148 pp.

Order no. 72-27,902

80. Bierbaum, Lenore Kathleen, Ed. D.
The University of Florida, 1968

[elem]

A STUDY OF CHILDREN'S AWARENESS OF WORLD AFFAIRS

Race Influences
Sex Differences
Socioeconomic Status
World Affairs

The purposes were to determine children's awareness of the world and world affairs and to investigate possible factors influencing such awareness.

A World Affairs Test and a personal experience questionnaire were administered to 363 children attending Florida schools in grades one through six.

Children's awareness rose at every grade level. The largest increases occurred at grades four and six. Children from metropolitan and urban fringe areas were more aware of the world and world affairs than were children from rural areas and small towns. Children in the white collar occupational sample were much more aware than those in the skilled and semiskilled workers' sample; youngsters in the unskilled workers' sample were least aware. Boys tended to be more aware than girls. Experiences such as living in other places, visiting other places, and going to libraries and museums increased awareness.

The results indicated that teachers cannot assume that mass media exposure has led to an awareness of the world and world affairs. 207 pp.

Order no. 69-17,005

81. Harrington, Jr., Paul John, Ed. D. [sec]
Duke University, 1970

THE DEVELOPMENT OF SEPARATE COURSES IN INTERNATIONAL RELATIONS IN
PUBLIC HIGH SCHOOLS

Citizenship
Foreign Relations
International Education

The study examines the development of a separate international relations course in public high schools.

Presently only a few schools require the course. International relations is usually an elective in high schools with a large enrollment and a large percentage of graduates planning college attendance. 312 pp.

Order no. 70-21,990

82. Langerman, Arthur L., Ph. D. [sec]
Miami University, 1972

INTERNATIONAL EDUCATION IN OHIO SECONDARY SCHOOLS

Foreign Culture
International Education
Programs

The purpose was to survey programs and activities related to international education in the 534 public and private Ohio secondary schools. A questionnaire was sent and a 79 percent response was obtained.

The major findings were that few Ohio secondary schools have strong programs in international education, and only 15 percent of Ohio secondary schools have a direct reference to international education in their stated philosophy.

Most schools still rely on traditional courses such as world history, geography, and foreign languages to provide students with what they call international education. The greatest percentage of teachers who have traveled abroad visited Europe and Latin America.

Schools want to strengthen their present programs in conservative ways by emphasizing Non Western cultures and by augmenting international education within existing courses. 151 pp.

Order no. 72-29,440

83. Phillips, Perry Dexter, Ed. D. [sec]
West Virginia University, 1972

KNOWLEDGE AND IMAGES OF INDIA HELD BY SELECTED SEVENTH GRADE STUDENTS IN WEST VIRGINIA PUBLIC SCHOOLS

Cultural Differences
Developing Nations
Junior High School Students
Stereotypes

The purpose was to investigate the knowledge and images of India held by seventh-grade students in West Virginia.

The sample included 1,148 seventh-grade students from 45 World Regions and Patterns classes in West Virginia public schools. A semantic differential and a knowledge of India checklist were administered to the students.

Mean scores of urban students were significantly higher than scores of rural students. The income level of parents also significantly affected student scores in both general knowledge of and selected concepts about India.

Most students saw India as having primitive villages, tigers and elephants, people with brown skin, and snake charmers. 195 pp.

Order no. 72-26,852

84. Ryan, Robert Perry, Ph. D.
The University of Michigan, 1969

[sec]

THE EFFECT OF A TENTH GRADE FOREIGN RELATIONS COURSE UPON STUDENT ATTITUDES

Attitudes
Foreign Relations
International Education
Sex Differences

The purpose was to investigate the effect of a one-year course in foreign relations at the tenth-grade level.

Three tests of international attitudes were administered to an experimental group of 52 students who were taking Foreign Relations and a control group of 55 similar students who were not taking Foreign Relations.

The experimental group became less internationalistic and the control group more internationalistic during the course of the year. Girls were less militaristic than boys. Students of a higher intelligence level were and remained more internationalistic and less militaristic than students of a lower intelligence level. 143 pp.

Order no. 70-14,628

Law Instruction

85. Harris, J. Willard, Ph. D.
Northwestern University, 1970

[sec]

EVALUATION OF ACHIEVEMENT AND OPINIONS OF INNER CITY EIGHTH GRADERS
ON QUESTIONS OF LAW

Curriculum Evaluation
Disadvantaged Youth
Junior High Schools
Law Instruction
Opinions

The purpose of this study was to evaluate materials developed for eighth graders by the Law in American Society project. Specifically, the study sought to determine if using the materials for one year would significantly increase knowledge of law and induce positive changes in opinions toward the law of inner city eighth graders.

Experimental and control classes were randomly selected. The experimental group teachers completed a six-week inservice training program on law and teaching of law-related materials. The control group spent 100 45-minute class periods on regular U. S. history materials while the experimental group spent 60 class periods on regular materials and 40 periods on the experimental materials.

Results showed using the eighth-grade Law in American Society materials increased achievement significantly but did not affect opinions to a significant extent. There were no significant differences in male and female performance on either achievement or opinion measures. 61 pp.

Order no. 71-1858

86. Park, Joe Charles, Ph. D.
Northwestern University, 1970

[sec]

CHICAGO SUBURBAN AND INNER-CITY STUDENT OPINION AND ACHIEVEMENT
RELATED TO LAW IN AMERICAN SOCIETY

Curriculum Evaluation
Disadvantaged Youth
Junior High Schools
Law Instruction
Opinions
Suburban Youth

Suburban and inner city Chicago eighth- and eleventh-grade students

were tested for opinion and achievement of test materials developed by the Law in American Society project.

The following five topics were investigated: (1) the relationship between a student's opinion and his achievement; (2) the relationship between a student's grade level and his opinion; (3) the achievement and opinion of students by location; (4) knowledge of Negro history; and (5) student opinion about specific areas of law in American society.

Significant but low correlations were found between student opinion and achievement. Eleventh-grade inner city student opinions were more undecided and desirable than those of inner city eighth-grade students. However, no significant differences were found between suburban eighth- and eleventh-grade student opinions. Achievement and opinion scores of suburban students were significantly higher than those of inner city students. Negro history scores, although low, were significantly higher for suburban students. 125 pp.

Order no. 71-1936

87. Stephens, III, John Harris, Ph. D.
University of Pittsburgh, 1972

[sec]

AN INSTRUCTIONAL PROGRAM IN SELECTED CONCEPTS OF THE LAW FOR SECONDARY SCHOOLS

Concept Formation
Law Instruction
Values

The purpose of the study was to evaluate an original, secondary, instructional program dealing with law concepts. The program's effectiveness in increasing students' knowledge and valuing of the law was specifically considered.

Sixty hours of instruction were given to 144 seniors. The Semantic Differential Test was used as a pre and posttest.

The results showed 21 of the 25 concepts were valued significantly greater or significantly less on the evaluative factor. It was concluded that the instructional program was effective in positively changing students' attitudes toward the law and knowledge of the law. 336 pp.

Order no. 72-22,963

88. Thibeault, Donald William, Ed. D.
University of California, Los Angeles, 1971

[sec]

THE EFFECTS OF "SINGLE" VERSUS "AUGMENTED" TREATMENT IN CHANGING
THE VIEWS OF HIGH SCHOOL YOUTH CONCERNING THE PRINCIPLES OF FREEDOM
EMBODIED IN THE BILL OF RIGHTS

Attitudes
Citizenship
Civil Rights
Values
Teaching Methods

The purpose was to explore the efficacy of a one-sided presentation versus a two-sided (augmented) presentation using sex and IQ as determinant variables.

The sample consisted of 742 twelfth-grade students in American Government classes. Students were randomly assigned to three groups: Control, One Side, and Both Sides. One set of slides with accompanying tape recording was created for the One Side, propaganda treatment while another set of materials containing emotional and conflicting viewpoints was created for the Both Sides treatment. A test which paraphrased values expressed in the Bill of Rights was given as a pre and posttest.

On the basis of the findings, it was concluded that any presentation will show over all movement in the direction advocated. Sex was not a determinant variable for either experimental presentation method. Low IQ students benefited more from the One Side presentation while high IQ students scored significantly better with the Both Sides method. 106 pp.

Order no. 71-2924

89. Wolfley, Earl Scott, Ed. D.
University of Utah, 1971

[sec]

MEASUREMENT OF UTAH HIGH SCHOOL SENIORS KNOWLEDGE AND ATTITUDES TOWARD
THE CONCEPTS OF LAW APPLICABLE TO THEM

Attitudes
Concept Formation
Delinquency Prevention
Law Instruction

The purposes of this study were (1) to measure Utah high school seniors' knowledge of law concepts applicable to them; (2) to measure their attitudes pertaining to such legal concepts; (3) to compare the legal concepts of differing sociological groups; and (4) to ascertain whether a formalized basis for early legal education existed.

A questionnaire was administered to 1,259 seniors.

Results were inconclusive for supporting the hypothesis that seniors

with a better knowledge of law have fewer difficulties with law. The hypothesis that seniors have a negative attitude toward law applicable to them was rejected.

Also rejected was the hypothesis that rural and urban seniors have different understandings of the law. There were no significant differences in understanding law between seniors in large schools and seniors in small schools. Substantive legal instruction was perceived as a need, particularly in social studies courses. 352 pp.

Order no. 71-25,014

90. Zeronian, Joseph Paul, Ed. D.
University of Southern California, 1971

[sec]

LAW INSTRUCTION IN SECONDARY SCHOOLS

Civil Liberties
Law Enforcement
Law Instruction
Tests

The purpose was to evaluate the extent and effectiveness of current law instruction programs in secondary schools.

First, a survey was made of district programs in Los Angeles County. Over 500 high school seniors were then tested on their knowledge of various aspects of law.

The conclusions were as follows: (1) most secondary and unified school districts in Los Angeles County provide instructional programs in constitutional rights, criminal law and legal procedures, driving laws, and drug laws; (2) most districts are attempting to incorporate the expertise of law enforcement officers into their programs; (3) overall, high school seniors are knowledgeable about the law; (4) students are knowledgeable about constitutional rights, and there is a significant correlation between this knowledge and the educational level and occupation of a student's father; (5) students are knowledgeable about criminal law, legal procedures, and law enforcement agencies; and (6) students lack knowledge about civil law. 134 pp.

Order no. 72-23,139

General

91. Laughland, Arthur Scott, Ed. D. [elem]
 Boston University School of Education, 1969

A STUDY FOR THE ESTABLISHMENT OF CERTAIN CONCEPTUAL OBJECTIVES FOR
 THE SOCIAL STUDIES CURRICULUM IN A CHANGING, URBAN SOCIETY

Concept Formation
 Objectives
 Social Sciences
 Values

The study examined the structures of history and social sciences with a view to developing an understanding of these disciplines in the context of current social needs. Many of the basic concepts of the disciplines were rearranged in terms of their applicability to current, relevant social needs.

These concepts were applied to ten city social studies curricula to determine the extent to which these current needs are being met.

The researcher concludes that despite recent revisions, there is still much to be done in the development of elementary curricula to meet the current and future needs of our society. 187 pp.

Order no. 70-12,183

92. Owens, James Elwood, Ed. D. [elem]
 University of Kansas, 1970

A STUDY OF SECOND GRADE CHILDREN'S KNOWLEDGE OF SOCIAL STUDIES PRIOR
 TO INSTRUCTION

Comprehension
 Concept Formation
 Textbooks

The purpose was to survey the common social studies concepts in basic second-grade textbooks and to determine the extent to which second-grade children knew the concepts prior to any formal instruction.

Five different second-grade social studies textbooks were analyzed. The test items on the main instrument were constructed from common concepts found in these textbooks. Subjects were 261 second-grade pupils.

It was found that second graders know more than 50 percent of the second-grade social studies concepts, as presented in five basic

textbooks, prior to formal instruction of these concepts. No significant relationship existed between intelligence quotient, chronological age, sex of pupils, socio-economic groups and prior knowledge of social studies concepts. 162 pp.

Order no. 70-25,433

93. Ray, Jr., Harry Edward, Ed. D.
University of Idaho, 1969

[elem]

IMPROVING THE ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM IN A
METROPOLITAN CENTER

Curriculum Development
Curriculum Guides
Map Skills

The project involved working with a committee of teachers, administrators, and other curriculum developers in recommending curriculum changes for a large school system's social studies program. A curriculum guide to be used by teachers in helping third-grade children learn map and globe skills was developed. 196 pp.

Order no. 70-10,687

94. Webb, Roger Wheaton, Ed. D.
The University of Florida, 1969

[elem]

ELEMENTARY SCHOOL SELF-EVALUATION AND CURRICULUM CHANGE

Changing Attitudes
Curriculum Evaluation
Evaluation
Teachers

The study investigated the effectiveness of systemwide elementary school self-evaluation procedures in producing curriculum change and the effect of the process on participating teachers' attitudes and activities.

Eight experimental and six control schools were selected for study and interview; instrument data collection techniques were used to determine types of curriculum change, teachers' expressed attitudes, and teachers' professional activities.

Curriculum change occurred more often in those schools involved in systemwide self-evaluation procedures than in control schools not involved in such procedures, although the difference was not significantly different. Change occurred most frequently in language arts, social studies, science, and mathematics. There was a significant relationship between the incidence of curriculum change and changes

in both teachers' expressed attitudes and professional activities in the control schools. 92 pp.

Order no. 70-20,622

95. Dennis, James, Ph. D. [sec]
George Peabody College for Teachers, 1971

THE RELEVANCY OF THE SOCIAL STUDIES CURRICULUM TO THE NEEDS OF THE STUDENTS IN INNER-CITY SCHOOLS OF CHATTANOOGA, TENNESSEE

College Teachers
Curriculum Evaluation
Disadvantaged Youth
Junior High Schools
Preservice Education
Teacher Attitudes
Teacher Education

The purpose of the study was to survey the relevance of the social studies curriculum to the needs of selected schools (emphasis on schools with disadvantaged children).

A questionnaire was administered to 96 students in grades seven and eight; another questionnaire to 144 students in grades nine through 12; a third to 35 social studies teachers of these students; and a fourth to 25 college professors. College personnel were interviewed while the children and social studies teachers were given their questionnaires with directions on how to respond.

Among the findings were the following: (1) both teachers and students perceived current problems, current history, and skills for living as the most relevant classroom material. Both saw teacher subject matter mastery as an important teacher characteristic, and both perceived joint teacher-student planning as unimportant; (2) course offerings indicated traditional subject matter was being emphasized; (3) less controversial issues, such as communism and voting rights, were freely discussed while more controversial issues, such as race or governmental corruption, were not; (4) in many instances the preservice education of teachers was not concentrated on subject areas or teaching skills relevant to their present work; and (5) the training of the trainers of teachers, as a group, had not included those subject areas or teaching skills appropriate to their tasks. 265 pp.

Order no. 71-26,203

96. Dudley, Richard Eugene, Ph. D. [sec]
The University of Nebraska, 1970

HISTORY AND THE SOCIAL SCIENCES IN NEBRASKA PUBLIC SECONDARY SCHOOLS DURING THE QUARTER CENTURY OF THE NATIONAL COMMITTEE MOVEMENT, 1892-1918

Committees
History
Social Sciences

The study is basically concerned with the history and social science curriculum as it existed in Nebraska schools during the period of the national committee movement. Specifically, the study examined the program of history, political science, economics, and geography in Nebraska public secondary schools in 1892, the public school setting for these curricula, the recommendations of the national committees, and forces at work within Nebraska during this time period.

The evidence indicates that the national committee reports were no more of an influence on those curricula in Nebraska secondary schools between 1892 and 1918 than were numerous other forces including the University of Nebraska, textbooks, teachers, local boards of education, and the local setting. 421 pp.

Order no. 70-17,718

97. Grier, Lee Wendell, Ed. D.
Duke University, 1971

[sec]

THE HISTORY OF THE TEACHING OF SOCIOLOGY IN THE SECONDARY SCHOOL

Citizenship
History
Opinions
Social Problems
Sociology
Textbooks

The intent of this study was to examine the teaching of sociology as a separate course offering in American secondary schools.

The involvement of the American Sociological Association in the teaching of sociology in the secondary schools is important. The number and percent of schools that offer a course in sociology indicates the growth of the discipline. More than 20 percent of the schools now offer a course.

Examination of the literature indicates various opinions exist among sociologists and educators about the nature of the content for secondary school sociology courses.

Criticism has always been directed at sociology courses. Most critics have called for a more comprehensive course, one that would include concepts from many social science disciplines. 277 pp.

Order no. 72-11,094

98. Hepburn, Lawrence Ronald, Ph. D.
The Florida State University, 1969

[sec]

RELIGIOUS COMMITMENT AND LEARNING ABOUT RELIGION IN SECONDARY
SOCIAL STUDIES

Curriculum Development
Religion
Values

The purpose was to determine if and how studying particular religious instructional materials alters religious commitment.

The experimental "pretest-posttest control group" design was employed. Existing classes were randomly assigned to treatment and control status. The sample consisted of 169 eleventh-grade students taught in eight classes by three specially-trained teachers. The treatment classes engaged in an open-ended investigation of a religious-social issue in America. The treatment was designed to stimulate rational inquiry and to exclude indoctrination.

The treatment had no significant, consistent, or directional effect on religious commitment. No evidence indicated that religious commitment significantly affected academic performance. 166 pp.

Order no. 70-16,328

99. Kane, Paul Wayne, Ed. D.
University of Southern California, 1969

[sec]

CONTEMPORARY AFFAIRS INSTRUCTION IN SELECTED HIGH SCHOOL SOCIAL
SCIENCE CLASSES

Audiovisual Aids
Current Events
Specialists
Teachers
World Affairs

The purposes were to gather information regarding contemporary affairs instruction in secondary schools and to offer recommendations for the improvement of such instruction. Questionnaires were sent to 301 teachers and 20 educational specialists.

It was found that teachers spent an average of 31-50 minutes each week on contemporary affairs instruction. Teachers only infrequently used television and radio, and there was very little done to implement contemporary affairs on a school-wide basis.

Little agreement exists between the views of educational specialists and the actual practices of teachers with respect to the importance of student current events magazines and the availability of radio and

television in the classroom. Teachers make little use of the variety of resources and classroom activities available for teaching contemporary affairs. 245 pp.

Order no. 69-19,378

100. Lindsey, Robert Leroy, Ph. D.
Case Western Reserve University, 1969

[sec]

THE NATIONALIZING EFFECT OF FEDERAL INFLUENCE IN CURRICULUM DECISIONS
IN SECONDARY HISTORY AND SOCIOLOGY

Federal Government
History
Sociology

The objectives were to determine if there was a nationalizing effect or trend toward standardization in the local secondary history and sociology curricula and to determine to what extent the decision-making process was influenced by factors attributable to a federal source.

Data were gathered through extensive interviews with 33 social studies decision makers in seven school systems in northern Ohio.

Overall there had been no major changes in six systems. Local influence factors remained dominant. It was concluded that a nationalizing effect was minimal because decision makers rejected a single, conceptual program. 311 pp.

Order no. 70-4954

101. McCreight, Boyd, Ed. D.
Baylor University, 1971

[sec]

THE STATUS OF DRUG ABUSE EDUCATION IN THE SOCIAL STUDIES CURRICULA
OF TEXAS PUBLIC SENIOR HIGH SCHOOLS

Curriculum Development
Drug Abuse Education
Instructional Materials
Teacher Qualifications

The purpose of this study was to determine the status of drug abuse education in the social studies curricula of public senior high schools in the state of Texas. Questionnaires were sent to 1,148 social studies teachers and 50.5 percent were returned.

Drug abuse education was most frequently incorporated into American history and civics. A majority of teachers representing larger schools indicated they taught drug education in sociology; teachers

from smaller schools often fused drug abuse content into world history.

About 40 percent of the teachers providing drug education received instruction concerning the drug problem in their academic preparation. A majority of the participating teachers reported they had attended workshops, seminars, and inservice training programs in drug abuse education.

The major recommendations and suggestions cited by teachers were a need for additional drug resource materials and curriculum guides, more extensive academic and inservice training in drug abuse education, and better cooperation between teachers and school administrators in the development and implementation of drug education programs. 125 pp.

Order no. 72-4149

102. Rampton, George, Ed. D. [sec]
Utah State University, 1969

THE DEVELOPMENT OF SECONDARY SOCIAL STUDIES CONTENT IN THE PUBLIC SCHOOLS OF UTAH FROM 1847-1967

Anthropology
Civics
Economic Education
Geography
History
Social Sciences

The purpose was to trace the development of curriculum content in several social studies disciplines taught in the public secondary schools of Utah from 1847 to 1967. The developmental factors considered were textbooks, courses of study, and associated teacher materials.

It was found that history as a course was well established, as were geography and civics. Economics, psychology, sociology, and anthropology were not as firmly established. 273 pp.

Order no. 70-2443

103. Reynolds, Billy Gene, Ed. D. [sec]
The University of Tennessee, 1969

SOCIAL STUDIES PRACTICES IN SELECTED SECONDARY SCHOOLS IN EAST TENNESSEE

Administrative Personnel
Curriculum Development
Inquiry Training
Teachers

The purposes were to develop criteria for appraising social studies programs and to relate the criteria to current practices in selected secondary schools in east Tennessee.

Questionnaire data were obtained from 113 teachers representing several school districts. Personal visits to a representative sample of all groups were also conducted.

It was found that curriculum offerings were largely reflective of the 1920s and 1930s but compared rather closely to the curriculum found in a national survey done in the early 1960s.

Classroom teachers, as a whole, were not lacking in academic preparation and a considerable number had recently attended various types of related institutes, workshops, seminars, and classes. Few teachers held membership in professional organizations or regularly read journals related to social studies. Response to the use of specific techniques was quite varied. 187 pp.

Order no. 70-7598

104. Seay, Stiles Noel, Ph. D.
The University of Texas at Austin, 1969

[sec]

THE CONSTRUCTION AND INITIAL CLASSROOM TRYOUT OF AN
INSTRUCTIONAL UNIT OF LATIN AMERICA FOR THE MIDDLE GRADES

Junior High Schools
Latin America Culture
New Social Studies Materials
Social Sciences
Unit Plan

The purpose was to describe the rationale for constructing an instructional unit entitled *Latin America: Its Land, Story, and Peoples*, and the procedure used to try out the unit with middle grade students. This unit is one of a series of instructional units produced by the Latin America Curriculum Project, The University of Texas at Austin.

Six teachers, four student teachers, and 24 classes participated in the unit's classroom tryout. The unit's tryout showed that the unit was feasible for the seventh grade and that pupils were interested in a Latin American study which emphasized people. Suggestions for improvement were also made. 221 pp.

Order no. 70-10,861

105. Shive, Rossie Jerrald, Ed. D.
University of Illinois, 1969

[sec]

THREE CURRICULUM PROJECTS AND VALUE EDUCATION

Curriculum Development
 Inquiry Training
 New Social Studies Materials
 Projects
 Values

The purpose was to examine value education as it relates to three curriculum projects in social studies. The three projects selected were the Harvard Public Issues Project, the unpublished version of the sociology course *Inquiries in Sociology*, and the history portion of the Holt Social Studies Curriculum.

The study also analyzes the materials, tests, teachers guides, and statements of rationale as well as the relevant writings of the project directors to determine the consistency of the rationale, objectives, and instructional materials in the area of value education.

The study concludes that the Harvard project makes a significant contribution to value education in terms of the model advocated in the study. Both the Holt curriculum and the sociology course have potential for value education in terms of identifying the consequences of policies, but neither suggests a logical structure for appraising consequences or justifying criteria. 156 pp.

Order no. 70-13,485

106. Smolens, Richard, Ed. D.
 Columbia University, 1970

[sec]

THE SOURCE-STUDY METHOD OF TEACHING HISTORY IN NEBRASKA
 (1891-1920)--AN ATTEMPT AT A LARGE SCALE TEACHING INNOVATION

History
 Information Dissemination
 Innovation
 Leadership
 Teaching Methods

Nebraska in the early 1890s embarked upon a new form of inductive teaching using primary source materials. The movement died by 1920.

The Nebraska State Historical Society and the Archives of the State University were used as the main reservoirs of data.

The growth of the movement was a result of a combination of national and local factors--the inspector of high schools, state university professors, etc. The movement faded when interests shifted toward the need for a more practical education and university professors lost their influence over the history teachers of the state. 414 pp.

Order no. 72-4188

107. Starkey, Vonley Joseph, Ph. D.
The Florida State University, 1971

[sec]

AN EVALUATIVE ANALYSIS OF THE INSTRUCTIONAL EFFECTIVENESS
OF ONE SECTION OF THE FLORIDA STATE UNIVERSITY RELIGION-
SOCIAL STUDIES CURRICULUM PROJECT

Attitudes
Caucasian Students
Civil Liberties
Evaluation
Negroes
Negro History
Reading
Religion

The purpose was to make a formative evaluation concerning the operational quality of one sample of instructional material (*Martin Luther King, Jr.: Protest, War and Non-Violence*) from the Florida State University Religion-Social Studies Curriculum Project.

An experimental group read a 29 page booklet while a control group took all tests but did not study the unit. The pretest consisted of a vocabulary test. A unit posttest and a post racial attitude test were administered to the total sample.

There was a significant relationship between the students' vocabulary score and successful completion of the instruction unit. Treatment also had a significant relationship to the group's academic performance as measured by the unit posttest scores.

However, there was no significant difference after completion of the unit between the treatment group's and control group's attitudes toward blacks, nor was there a significant correlation between scores on the racial attitude scale and scores on the unit posttest. 206 pp.

Order no. 72-13,571

108. Sullivan, Edmund Bertram, Ed. D.
Boston University School of Education, 1968

[sec]

THE CONCEPT OF CULTURE CHANGE AS AN INVESTIGATIVE TOOL FOR
HIGH SCHOOL SOCIAL STUDIES PROGRAMS

Anthropology
Culture
Curriculum Development
Interdisciplinary Approach

The major purpose was to formulate a number of postulates for use by students in their investigation of social studies. A related goal was to demonstrate the significance of metacultural analysis of culture-change theories in the context of curriculum planning.

The first step was to describe four theories of culture-change. The second step explicated several metacultural premises underlying each theory. The third step demonstrated the investigative tool's applications in the context of two units, "The United States During the National Era," and "An Investigation of Civil Authority in Modern America." 351 pp.

Order no. 69-7877

109. Wacker, James Herbert
The University of Nebraska, 1970

[sec]

THE DESIGN OF A CURRICULUM PARADIGM TO THE DESIGN AND
DEVELOPMENT OF A HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Course Content
Curriculum Development
Curriculum Evaluation
Models

The purpose of this study was to demonstrate the feasibility of applying a curriculum theory in the development of a realistic and consistent social studies curriculum plan. The procedure consisted of an application of the O'Hanlon paradigm for curriculum development.

The conclusions were (1) it is possible and desirable for the curriculum-maker to follow a curriculum paradigm; (2) it is possible to organize the curriculum development process by using a loose systems approach; and (3) a cross reference system is an essential ingredient in the curriculum development and evaluation process. 138 pp.

Order no. 71-9592

110. Weidner, Daniel Warren Frederick, Ed. D.
The University of Alabama, 1972

[sec]

A STUDY OF AMERICAN HISTORY TEACHERS' USE OF NATIONAL
SOCIAL STUDIES PROGRAMS

American History
Curriculum Development
Inservice Education
Teachers
Textbooks

The first objective was to determine to what degree 15 "new" national social studies programs had been used by 175 teachers of American history in 100 Alabama public secondary schools. Principals and teachers responded to a questionnaire concerning the selection and use of content materials.

It was concluded that new social studies programs have made slight impact on history teaching in Alabama secondary schools. The textbook continues to be the primary content guide for the teachers of American history. Little has been done to implement new social studies programs or to incorporate their teaching concepts. There is a need for more inservice programs concerning the teaching of the new social studies. 187 pp.

Order no. 72-33,140

111. Wells, Carl Samuel, Ed. D.
Baylor University, 1968

[sec]

SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM RECOMMENDATIONS
OF NATIONAL COMMITTEES, 1893-1967

Committees
Organizations
Professional Associations

The purpose was to summarize social studies curriculum recommendations made by national committees.

Committee reports during the period of 1893-1916 recommended few radical changes. The period of 1916-1930 was one of transition, experimentation, and expansion in the area of the high school social studies curriculum. After 1930, and especially after 1940, emphasis was given to the core curriculum concept. Also emphasized was the place of the social studies in developing citizens qualified to meet the national and international problems. Some special attention was given to the importance of economics and world geography. 288 pp.

Order no. 69-7318

112. Yaun, Peter Harold, Ed. D.
Baylor University, 1971

[sec]

AN APPRAISAL OF THE EMPHASIS PLACED ON CITIZENSHIP EDUCATION
IN THE SOCIAL STUDIES CURRICULUM OF TEXAS SECONDARY SCHOOLS

Curriculum Development
Curriculum Evaluation
Citizenship

Inservice Teacher Education
Objectives
Preservice Education
Teacher Qualifications
Textbooks

The purpose was to appraise the current emphasis placed on citizenship education in the social studies curriculum of public secondary schools in Texas.

A questionnaire was mailed to the secondary social studies teacher most responsible for citizenship education in each of Texas's 1,945 public, accredited, secondary schools. State-adopted textbooks in civics, American government, and American history were also examined.

It was concluded that social studies teachers should avail themselves of more undergraduate and graduate preparation in content areas relating to citizenship. Citizenship teachers should be encouraged to support and actively participate in professional organizations within their own field of competency. Furthermore, a greater variety of instructional media, aids, and materials would help enrich the citizenship education programs in Texas secondary schools. 235 pp.

Order no. 72-4151

113. Bell, Bobby Gordon, Ph. D. [higher ed]
George Peabody College for Teachers, 1971

THE SOCIAL SCIENCES IN GENERAL EDUCATION PROGRAMS OF COLLEGES
AND UNIVERSITIES IN THE SOUTHEAST

Curriculum Development
General Education
History
Programs
Social Sciences

This study examined the role of social sciences in the general education curriculum of colleges and universities in nine states of the American Southeast.

There was no clear indication of the direction general education will take in the foreseeable future. Evidence suggested that southern institutions are more inclined to follow traditional academic patterns than to experiment with new ones. 360 pp.

Order no. 72-3820

114. Carlson, Nancy L., Ph. D. [higher ed]
University of Kansas, 1970

OCCUPATIONAL CHOICE AND ACHIEVEMENT OF WOMEN GRADUATE
STUDENTS IN PSYCHOLOGY AS A FUNCTION OF EARLY PARENT-
CHILD INTERACTIONS AND ACHIEVEMENT AS RELATED TO BIRTH
ORDER AND FAMILY SIZE

Career Choice
Family Attitudes
Family Influence
Graduate Students
Psychology

The purpose was a test of Roe's theory with a sample of women graduate students in psychology. Subjects were tested with the Roe and Siegelman Biographical Questionnaire and the Brunkan and Criss' Family Relations Inventory.

No support was obtained for the use of Roe's theory with women, although support was obtained for her recent suggestion that the vocational development of men and women is different and that a separate theory for women should be developed.

Women graduate students in psychology, master's and doctorate, are more likely to be firstborns who perceive themselves as avoided or concentrated upon by their parents. 170 pp.

Order no. 70-25,311

115. Duffy, Christopher Gregory, Ed. D.
Indiana University, 1970

[higher ed]

THE DEVELOPMENT OF NON-WESTERN AREA STUDIES PROGRAMS
AT SELECTED ACCREDITED PRIVATE LIBERAL ARTS COLLEGES

Consortia
Non Western Civilization
Private Colleges
Undergraduate Study

The purpose was to examine the development of non Western area studies programs at the private accredited liberal arts colleges in Ohio, Indiana, and Illinois.

A questionnaire was sent to the chief academic officer of the 75 colleges in the study.

It was found that the efforts of consortia to improve the quality of non Western area studies has been largely successful. Consortium membership seems the best means of improving an undergraduate non Western studies program. Greater emphasis has to be placed on improving the expertise of the faculty teaching non Western courses. The quality of an institution's program is determined primarily by

the extent of its commitment to a non Western studies program rather than by its financial resources. 145 pp.

Order no. 70-25,187

116. Pefferman, Marjorie Ann, Ed. D.
Indiana University, 1970

[higher ed]

THE RELEVANCY OF SELECTED MORTON JUNIOR COLLEGE OCCUPATIONAL
CURRICULAR PROGRAMS TO THE OCCUPATIONAL EXPERIENCES OF THE
GRADUATES OF THOSE PROGRAMS

Career Choice
Community Colleges
General Education
Relevance

The study concerned the relevancy of selected Morton Junior College occupational curricular programs to the occupational experiences of those programs' graduates. Data was gathered from a questionnaire mailed to 229 graduates.

Graduates of all programs considered general education courses as average or above-average in importance. Social science electives were rated less than average in importance by a large number of the graduates of most of the curricular programs. 509 pp.

Order no. 70-23,376

117. Tate, Joel Clift, Ph. D.
George Peabody College for Teachers, 1972

[higher ed]

A COMPARATIVE STUDY OF TRANSFER AND OCCUPATIONAL-
TECHNICAL STUDENTS ENROLLED IN COMMUNITY COLLEGE
SOCIAL SCIENCE COURSES

Community Colleges
Predictive Ability
Socioeconomic Status
Technical Education
Transfer Students

The major purposes were (1) to determine the similarities and differences of transfer and occupational-technical community college students with respect to selected background, aptitude, interest, attitudinal, and motivational criteria; and (2) to identify the extent to which certain of these factors predict academic success in social science courses.

The sample consisted of 360 students selected from social science classes at three comprehensive community colleges in the state of

Virginia (181 occupational-technical students and 179 transfer students).

Students were administered the following instruments: Comparative Guidance and Placement Test, the Allport, Vernon, and Lindzey Studies of Values, the Stanford Achievement Test: High School Social Studies Battery, Form X and a self-developed student background questionnaire.

With regard to prediction of academic success in social science courses, it was found that the predictor variables having low to moderate correlation with the criterion were verbal ability, reading ability, academic motivation, social science interest, political values, and social science achievement. All of these correlations were the criterion were positive except that of political values. However, at least two-thirds of the variance in grades earned in social science courses was not accounted for by the set of predictor variables. 196 pp.

Order no. 72-25,406

118. Broyles, Randall Lee, Ed. D.
The American University, 1969

[gen]

THE UNDERLYING FACTORS THAT HAVE CONTRIBUTED TO THE
FORMULATION OF GUIDELINES FOR THE DEVELOPMENT OF SCOPE
AND SEQUENCE OF SOCIAL STUDIES IN GRADES ONE THROUGH
TWELVE OF THE PUBLIC SCHOOLS OF DELAWARE

Articulation (Program)
Curriculum Development
Curriculum Guides
State Supervisors

The purpose was to determine the underlying factors that contributed to the formulation of guidelines for the development of scope and sequence of social studies in grades one through 12 of Delaware public schools.

The study relied upon historical sources, a questionnaire, and interviews to determine the current status of social studies in Delaware public schools.

It was found that the social studies programs were influenced by recommendations made in 1916 and have been sporadically influenced by curriculum publications from the Department of Public Instruction since then. Social studies programs have been improved through the appointment of a state supervisor and financial assistance under NDEA Title III. The social studies programs have not been extensively influenced by the studies and findings of nationally-oriented curriculum projects presently being undertaken. 254 pp.

Order no. 69-14,172

119. Dickson, Jan, Ph. D.
University of Utah, 1972

[gen]

AN ANALYSIS OF ELEVEN SOCIAL STUDIES PROJECTS
USING TWO ANALYTICAL SYSTEMS

Critical Thinking
Evaluation
Inquiry Training
Projects

The purpose was to develop two possible analytical tools and to apply them in the analysis of 11 social studies projects.

The first system was a synthesis of Timothy Leary's and James Macdonald's philosophies. The second analytical system was derived from a questionnaire which was sent to 25 social studies experts. This panel ranked a number of criteria in terms of their importance to good social studies programs.

It was found that the two analytical schemes employed in this study were usable in analyzing social studies projects. Findings from analyses suggested the following trends: (1) a shift from the traditional lecture-oriented classroom to one of less structured nature; (2) teachers moving from information-dispenser roles to learning-facilitator roles; (3) student roles calling for more participation in the inquiry process; (4) more attention being given to the students, including recognition of individual differences; (5) more emphasis on American and world problems; (6) more emphasis on critical thinking; (7) more concern with affective learning; and (8) more emphasis on learning goals with student relevance. 182 pp.

Order no. 72-23,616

120. Fleming, Jr., Daniel Barry, Ed. D.
The George Washington University, 1970

[gen]

A LEGISLATIVE HISTORY OF FEDERALLY SUPPORTED TEACHER
INSTITUTES IN HISTORY AND THE SOCIAL SCIENCES

Federal Programs
History
Institutes (Training Programs)
Social Sciences

The study deals with the background and history of the laws creating institutes for teachers of history and other social sciences.

The study reports a shift of emphasis from content-oriented institutes of the mid-60's to institutes for training teachers of disadvantaged urban children. The concerns of civil rights supporters are winning out over the issues raised by "Sputnik." The fragile relationship between academicians and educationists established through joint participation in summer institutes will soon be ended because of sharp reduction in funding. 112 pp.

Order no. 70-20,106

121. Hinkemeyer, Michael Thomas, Ph. D.
Northwestern University, 1971

[gen]

DEMOCRACY AND THE CURRICULUM: AN HISTORICAL SURVEY,
1918-1968

Curriculum Guides
Democracy
History
Objectives
Problem Solving

The purpose was to discern the principles (characteristics) of democracy and the objectives of democratic education that have been recorded in curriculum guides.

A representative sample of books, articles, and curriculum guides were examined.

The major findings indicated a shattering unanimity in conceptions of democracy among educators. Such agreement appeared to have little relation to major social and political problems, with the partial exception of problems existing during the decade of the 1930's. There also appeared to be little relationship between statements of objectives and the content material of the curriculum guides examined. 276 pp.

Order no. 71-30,832

122. Karr, Carolyn Mae, Ph. D.
The Ohio State University, 1972

[gen]

THE IMPLICATIONS OF THE TECHNOLOGICAL SOCIETY FOR
THE TEACHING OF SOCIAL STUDIES

Concept Formation
Inquiry Training
Instructional Materials
Projects
Technological Advancement
Textbooks

The major purpose was to analyze the extent to which the field of social studies was conveying to students an awareness and comprehension of the information, ideas, and issues of the twenty-first century.

Having established the rationale and issues pertinent to the twenty-first century, the following works were examined: (1) recently published curriculum projects in the field of social studies; (2) recently published textbooks in American and world history and in problems of democracy; and (3) past issues of *Social Education*, *The Social Studies*, past yearbooks, bulletins, and curriculum series issued by the National Council of Social Studies, and past dissertations in the field of social studies.

On the basis of the materials examined, it was concluded that the field of social studies is doing an inadequate job of preparing students for the twenty-first century. The writer also suggests and illustrates the types of content and issues that should be included in future social studies materials. 304 pp.

Order no. 72-27,038

123. Muschinske, David James, Ed. D.
Boston University School of Education, 1971

[gen]

SOCIAL IDEAS AND THE SOCIAL STUDIES: RELATIONSHIPS
BETWEEN SOCIAL THOUGHT AND PROPOSALS FOR SOCIAL SCIENCE
EDUCATION IN AMERICAN PUBLIC SCHOOLS AS REVEALED IN
THE WRITINGS OF JOHN DEWEY, G. STANLEY HALL, HAROLD
RUGG, CHARGES McMURRY, FRANK McMURRY, CHARLES DeGARMO,
AND THE AMERICAN HISTORICAL ASSOCIATION'S COMMITTEES
ON THE STUDY AND TEACHING OF HISTORY IN ELEMENTARY
AND SECONDARY SCHOOLS

Educational History
Educational Philosophy
Elementary Grades
History
Secondary Grades

This study analyzed the relationships which existed in the past between social thought and social studies theory as revealed in the writings of several individuals and an organization.

Essentially, current proposals for social studies education seem dominated by conservative, disparate, and competitive social ideas. 305 pp.

Order no. 71-26,724

124. Saterlie, Mary Ellen Harlan, Ph. D.
University of Maryland, 1971

[gen]

UTILIZATION OF THE STRUCTURE OF THE DISCIPLINE OF
THE SOCIAL SCIENCES AND HISTORY FOR THE DEVELOPMENT
OF A SCHEME FOR A SOCIAL STUDIES CURRICULUM

Anthropology
Curriculum Development
Economics
Elementary Grades
Geography
History
Political Science
Psychology
Secondary Grades
Social Sciences
Sociology

The purposes of the study were to identify structures in the disciplines of social sciences and history and to organize a kindergarten through twelfth grade social studies scheme based on these structures.

The dissertation includes an example of a scheme for a social studies curriculum from kindergarten through grade 12 and a checklist of concepts used at each level in the design. 367 pp.

Order no. 72-615

125. Secrist, Philip Lee, Ed. D.
University of Georgia, 1971

[gen]

THE PUBLIC PAYS THE PIPER: THE PEOPLE AND SOCIAL
STUDIES IN GEORGIA SCHOOLS, 1930-1970

Citizenship
Civil Rights
Economic Education
Loyalty Oaths
Racial Segregation
Textbook Bias
Textbook Evaluation

The study surveyed the pressures that influenced social studies in Georgia from 1930 to 1970.

The survey showed that Georgia, like other states, has banned books, required loyalty oaths from teachers, prescribed curriculum in social studies, and discharged teachers for supposed subversive activities in the classroom. Georgia, however, has been singular in its

adherence to the so-called "southern tradition," a tradition which perpetuates the separation of white and Negro races economically and socially. 154 pp.

Order no. 72-2538

126. Watson, Wayne D., Ph. D.
Northwestern University, 1972

[gen]

THE DEVELOPMENT OF A MODEL FOR THE GENERATION OF DATA
FOR A SOCIAL SCIENCE CURRICULUM

Community Resources
Curriculum Development
Evaluation
Models

The investigator developed a new approach entitled Social Science Curriculum Model (SSCM). The SSCM model calls for the community to play an integral part in generating the data used in the social science curriculum.

Included in the model are three tools: the Family Tree, the Newspaper Analysis, and the Oral Tradition Packet. The tools and model were developed to involve administrators, teachers, community, and students in the generation of social science data. 237 pp.

Order no. 72-32,605

INSTRUCTION

Skills

Reading

127. Burns, James W., Ed. D. [elem]
The Pennsylvania State University, 1969

PAPERBACK BOOKS FOR THE ELEMENTARY SCHOOL SOCIAL
STUDIES PROGRAMS (VOLUMES I AND II)

Indexes
Paperback Books
Social Sciences

The study investigated the extent to which the content of the elementary school social studies program was represented in the paperback literature suggested as suitable for elementary school children.

Titles of 693 juvenile paperbacks dealing with various aspects of social studies were isolated from more than 3,000 available juvenile paperbacks. The study identified 390 as works of fiction and 303 as nonfiction. Forty-two percent of the nonfiction were biographies.

There were a larger number of paperback books available at higher grade levels than at lower grade levels. There are not paperback books available to cover every topic considered in the elementary school social studies program. This apparent lack would make teaching social studies with paperbacks a difficult task. A lack of appropriate materials dealing with the various social science disciplines is evident. 592 pp.

Order no. 70-658

128. Campbell, Billy Randolph, Ph. D. [elem]
The Florida State University, 1972

A STUDY OF THE RELATIONSHIP OF READING ABILITY OF
STUDENTS IN GRADES 4, 5, AND 6, AND COMPREHENSION OF
SOCIAL STUDIES AND SCIENCE TEXTBOOK SELECTIONS

Content Reading
Reading
Textbooks

The purpose was to investigate the relationship between the tested grade level (reading ability) of students in grades four through six and their comprehension of social studies and science materials at different readability levels.

A total of 455 subjects were included. Each subject was administered a group of examiner-written questions to check comprehension. These scores were compared with each subject's total reading score on the Comprehensive Tests of Basic Skills.

The major findings were (1) a positive and significant relationship exists between reading ability and performance on the assigned textbook comprehension tests when a group is analyzed by grade level; and (2) approximately one-fifth of the students in the study could not adequately comprehend the textbooks assigned them in social studies. 116 pp.

Order no. 73-205

129. Heil, Lillian Harmon, Ed. D.
Columbia University, 1968

[elem]

WONDER TALES IN SOCIAL STUDIES PROGRAMS OF THE PRIMARY GRADES

Curriculum Guides
Literature
Social Sciences

The study explored the potential use of one form of children's literature, the wonder tale, in primary grade social studies program. An analysis of curriculum guides and methodology books showed that while social studies programs are based on the social sciences, they do not give as much insight into human feelings as is given in the fine arts.

When children's literature becomes a tool to teach the content and process of social sciences, the wholeness of the form may be destroyed.

The researcher outlined nine categories for identifying the value of children's literature in social studies. The nine areas were applied to the wonder tales to show the unique potential for understandings available in them. 205 pp.

Order no. 69-10,541

130. Jacobs, Allan Duane, Ed. D.
Wayne State University, 1969

[elem]

A STUDY OF AMERICAN CIVIL WAR HISTORICAL FICTION FOR
CHILDREN NINE TO TWELVE TO DISCOVER WHAT IMAGES
OF THE NORTH AND SOUTH ARE PROJECTED THROUGH THE
MAIN CHARACTERS

American History
Fiction
Perception

The purposes were to examine the American Civil War historical fiction for children aged nine to 12 and to determine what values, attitudes, and images concerning that period are projected through the actions, interactions, expressions, and thoughts of main characters.

A form for collecting and categorizing data was devised by the writer.

The conclusion was that only books with high literary quality in theme, characterization, plot, and language are worthy of use. Conscientiously written historical fiction can complement facts and information in a social studies program. 219 pp.

Order no. 70-5932

131. King, Elizabeth Pendergraft, Ph. D.
The University of Oklahoma, 1970

[elem]

THE UTILITY OF PHONIC GENERALIZATIONS IN ELEMENTARY
SOCIAL STUDIES PROGRAMS

Phonics
Reading Instruction
Textbooks

The purpose of this study was to investigate the utility of specific phonic generalizations in social studies textbooks in grades one through six.

The data indicated that frequency of occurrences makes a substantial difference in the utility of certain generalizations. When applied to technical words alone, these phonic generalizations have generally the same percentage of utility as when applied to the composite word list.

The findings from the study indicated that several generalizations, especially those concerned with vowel sounds, do not have a high percentage of utility and probably should not be taught without some restatement and clarification. 296 pp.

Order no. 71-1490

132. Rocca, Jr., Michael Angelo, Ed. D. [elem]
The Pennsylvania State University, 1971

A STUDY OF THE EFFECTS OF *MAN: A COURSE OF STUDY*
ON READING ACHIEVEMENT AT THE INTERMEDIATE-GRADE LEVEL

New Social Studies Materials
Reading Achievement
Reading Comprehension
Sex Differences

The purpose was to investigate the effects that *Man: A Course of Study* had on the reading achievement mean gain scores of fourth, fifth, and sixth grade children as measured by the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test, Revised Edition, 1964.

The experimental and control groups were composed of 240 randomly selected pupils. The experimental group used *Man: A Course of Study* and the control group used a textbook-oriented social studies program. Both groups spent about equivalent time on social studies.

The results of the study indicated that using the *Man: A Course of Study* curriculum did not significantly affect the reading achievement of the pupils. The traditional boy-girl differences in reading achievement were essentially nonexistent. 155 pp.

Order no. 72-13,920

133. Schultz, Mary Arlene, Ed. D. [elem]
Colorado State College, 1969

COLLATERAL READING MATERIALS FOR SOCIAL STUDIES
INSTRUCTION IN GRADE V IN EASTERN SOUTH DAKOTA

Administrative Personnel
Instructional Materials
Librarians
Reading
Teachers

The purpose was to survey the quantity, quality, and utilization of collateral reading materials for social studies in the fifth grade of the public schools in eastern South Dakota.

In each of 23 randomly selected public schools the researcher interviewed the administrator, the participating fifth-grade teacher, and the librarian. The researcher also administered a questionnaire,

explained the reading record card to the participating fifth grade, and completed an inventory of social studies resource materials.

The resource materials available in these schools were inadequate in quantity and quality when evaluated by American Library Association standards. The pupils in different schools were not offered comparable social studies resource materials. The use of collateral reading was not extensively practiced in these schools. 207 pp.

Order no. 70-12,688

134. Bryant, Joyce Elaine, Ph. D.
The Florida State University, 1971

[sec]

AN INVESTIGATION OF THE READING LEVELS OF HIGH SCHOOL
STUDENTS WITH THE READABILITY LEVELS OF CERTAIN CONTENT
TEXTBOOKS WITH THEIR COSTS

Costs
Reading
Reading Materials
Textbooks

Among the purposes were (1) to determine the percentage of students in Grades 10, 11, and 12 for whom science, social studies, English, and literature textbooks were too difficult; and (2) to determine the cost of the texts found too difficult for students.

The reading levels for a population of secondary school students were determined by using standardized reading texts; the Flesch Readability Formula was used to measure the readability of the texts.

The sample consisted of 900 students who were enrolled in three metropolitan high schools. Textbooks chosen were those most commonly taught in the high school and those requested by content area teachers.

It was found that more than half the students were assigned content textbooks beyond their reading level. 54 pp.

Order no. 72-22,990

135. Frederick, Ernest Coston, Ph. D.
Syracuse University, 1968

[sec]

A STUDY OF THE EFFECTS OF CERTAIN READINESS ACTIVITIES
ON CONCEPT LEARNING

Academic Achievement
Concept Formation

Reading

The purpose was to determine the effect of certain readiness activities on the learning of social studies concepts at the secondary level. Effects were assessed by a traditional multiple choice content achievement test and a semantic differential developed especially for the study.

The 111 ninth graders in the sample were randomly assigned to six social studies classrooms, all taught by a single teacher. The experimental and control groups were administered a presemantic differential, a postsemantic differential, a content achievement post-test, a retention semantic differential, and a content achievement retention test.

The experimental treatment consisted of presenting and discussing vocabulary terms and questions relative to lesson concepts before reading the lesson. The control treatment presented the same vocabulary terms and questions after the reading of the lesson.

There were no significant differences between the control and experimental groups. 144 pp.

Order no. 69-8625

136. Geyer, James Rush, Ed. D.
University of Maryland, 1970

[sec]

THE CLOZE PROCEDURE AS A PREDICTOR OF COMPREHENSION IN SECONDARY SOCIAL STUDIES MATERIAL

High Achievers
Instructional Materials
Junior High Schools
Low Achievers
Reading

The major purpose of this study was to investigate the effectiveness of the cloze procedure as a predictor of students' abilities to comprehend social studies materials. A secondary investigation dealt with the effectiveness of utilizing social studies materials written on lower readability levels to improve comprehension.

Instructional materials were two junior high school American history texts. The readability levels, as rated by the Dale-Chall readability formula, were different.

The data consisted of scores from the prereading cloze tests, an I.Q. test, previous social studies grades, a standardized reading test, and a multiple choice test used as the criterion measure. The subjects, 201 eighth-grade students, each completed one of two cloze

test forms. Then they read the chapter in the text from which the cloze test had been developed and completed the multiple choice test.

It was found that cloze test scores do not predict students' abilities to comprehend social studies materials better than standardized reading test scores. 152 pp.

Order no. 70-22,549

137. Gray, Verna King, Ph. D.
University of Maryland, 1972

[sec]

THE PERCEPTION OF READING AS A SERIOUS PROBLEM BY
SOME TENTH-GRADE TEACHERS OF HISTORY

Attitudes
Reading
Teachers
World History

It was hypothesized that teachers who say they do not have serious reading problems in their tenth-grade world history classes (in contrast to those who say they have such problems) would (1) report that they teach essential reading and study skills along with the history content; (2) be more fluent in naming and identifying reading and study skills basic to the teaching and understanding of history; (3) report using more visual aids and student participant activities; and (4) utilize readability levels in selecting materials.

Thirty-seven tenth-grade world history teachers of average ability students comprised the sample. Twenty-nine teachers reported reading was a serious problem; eight reported it was not. Three measurement instruments, designed by the investigator, yielded the data. The data did not support the hypotheses of the study. 106 pp.

Order no. 72-29,611

138. Hasselriis, Peter, Ph. D.
Syracuse University, 1968

[sec]

EFFECTS ON READING SKILL AND SOCIAL STUDIES ACHIEVEMENT
FROM THREE MODES OF PRESENTATION: SIMULTANEOUS READING-
LISTENING, LISTENING, AND READING

Academic Achievement
Junior High Schools
Listening

Reading
Slow Learners

The purpose was to discover how effective simultaneous reading-listening, listening, or reading are as ways for eighth-grade students with varying reading abilities to learn social studies. It also attempted to determine whether reading-listening would help a poor reader improve his reading or listening skills.

Three classes with 77 students total used Abramowitz's *Study Lessons in Our Nation's History* for thirty days.

During the silent reading portion, one group put on headsets and simultaneously read and listened to a tape recording of the day's lesson. Another group listened to the same tape but did not have access to the text booklets. The third group read the lesson without listening to the tape recordings.

Two reading tests and a listening test were used as pre and posttests. Students were also given the Lorge-Thorndike Intelligence Test and two tests published by the Follett Publishing Company to accompany the units taught.

There were no significant differences in the full-size treatment groups. Differences became evident when pre to posttest gains of whole groups were compared with the gains of subgroups who were initially highest or lowest on pretests.

It was concluded that simultaneous reading-listening or listening, when incorporated with study guides, may prove worthy additions to the teaching methods used by junior and senior high school teachers of poor readers. 119 pp.

Order no. 69-8630

139. Lang, Helene Wanda, Ed. D.
Boston University School of Education, 1970

[sec]

THE EFFECT OF READING SKILL EXERCISES ON STUDENT
UNDERSTANDING AND PERFORMANCE IN UNITED STATES
HISTORY FOR ELEVENTH GRADE STUDENTS

Academic Performance
American History
Reading

The study was designed to determine whether a series of reading skills taught to eleventh-grade students in conjunction with their study of history would improve performance in both history and reading.

The experimental group received reading skill exercises as part of their regular United States history class. The control group re-

ceived no reading skill exercises. The groups were compared on pre and posttest results.

The major findings demonstrated that students in the reading skill exercises achieved significantly better scores than the control students in reading as measured by the Iowa Silent Reading Test and the Informal Reading Inventory. There were no significant differences in the STEP Social Studies test. 301 pp.

Order no. 70-22,516

140. Nagle, John Edward, Ed. D.
Temple University, 1972

[sec]

THE EFFECTS OF A DIRECTED WRITING ACTIVITY IN
EIGHTH GRADE SOCIAL STUDIES INSTRUCTION ON GENERAL
READING ACHIEVEMENT AND SOCIAL STUDIES READING
ACHIEVEMENT

Academic Achievement
Junior High Schools
Reading
Textbooks
Writing

This study investigated the effect of an experimental teaching strategy, directed writing activity, upon the general and social studies reading achievement of eighth-grade students.

The sample included six teachers and 371 eighth-grade students. who were divided into four groups. The treatment and the control elements of the study were investigated on the basis of both the single reading level text approach and the double reading level text approach to social studies instruction.

Pretests and posttests were given for general reading achievement and attitude toward the social studies.

The results were that the general reading level of the treatment group was significantly more improved than that of the control group. The double level text materials had no significant effect on either experimental or control groups. A significantly more positive attitude toward social studies plus significantly higher semester grade averages were observed in the treatment group. However, the effect of the treatment upon attitude was not clearly determined. 95 pp.

Order no. 72-20,203

141. Ross, Elizabeth Anne, Ed. D.
Boston University School of Education, 1970

[sec]

THE DEVELOPMENT AND EVALUATION OF EXERCISES TO TEACH
MAIN IDEA AND OUTLINING IN GRADE EIGHT

Comprehension
Junior High Schools
Sequential Programs
Skills

The purpose of this study was to investigate the effect which sequentially developed lessons in main idea and outlining have on students' reading comprehension and ability to outline structured material and material in social studies and science textbooks.

Thirty self-administering, self-correcting lessons were constructed for eighth-grade students. The sample consisted of 259 students from reading classes of four parochial schools. Classes were randomly assigned to one of two treatment groups. Subjects in the experimental group completed the prescribed lessons. Students were grouped in pairs and progressed at their own rate.

Students who utilized the outlining lessons gained significantly more in outlining ability than students who proceeded with the regular program. However, there was no statistically significant gain in reading comprehension between the groups. 247 pp.

Order no. 70-22,523

142. Sabatella, D. Francis, Ph. D.
St. John's University, 1970

[sec]

A COMPARISON OF THE EFFECTIVENESS OF A READING
METHODOLOGY WITH TRADITIONAL METHODOLOGY IN WORLD
HISTORY FOR TENTH GRADE STUDENTS

History
Large Group Instruction
Reading
Team Teaching

The purpose was to determine if a special reading methodology taught simultaneously with world history would improve students' reading comprehension as well as their content achievement. The methodology emphasized the use of rewritten materials and the development of reading study skills.

Two teachers taught experimental classes, two teachers taught control classes, and two teachers taught both experimental and control classes; students were in the tenth grade. The experimental groups were given

instruction in a reading-centered methodology while the control group classes received only incidental training in reading. Team teaching was utilized in the experimental groups.

The reading comprehension and content achievement ability of the students improved significantly when reading study skills were taught simultaneously with world history content. Higher level pupils benefited more from the experimental treatment than lower level pupils. The significant improvement of the total experimental group over the total control group in paragraph reading comprehension was retained one year after the experiment concluded. 229 pp.

Order no. 70-23,261

143. Underwood, Clifford Ball, Ph. D.
St. Louis University, 1972

[sec]

THE USE OF SEQUENTIAL GRAPHICS AS A MEANS FOR MODIFYING
STUDENTS ATTITUDES TOWARD THE SOCIAL STUDIES

American History
Attitudes
Reading

The purpose was to determine the effect of a specific type of instructional material, sequential graphics, on the attitude and achievement of American history students.

Four classes with 100 students were randomly selected as an experimental group while four classes with 107 students served as the control group.

The material was developed from the *Classics Illustrated* series. A social studies student questionnaire, a social studies achievement test, and a reading comparison of the original classic to the sequential graphics classic were used.

The results showed the experimental group developed a significantly more positive attitude than the control group. There was also a significant difference in achievement between the experimental and control classes favoring the experimental group. The experimental classes developed a qualified positive attitude toward reading the original classic after reading the abridged sequential graphics version. 218 pp.

Order no. 72-31,480

144. Wood, John A., Ph. D.
Syracuse University, 1970

[sec]

AN ASSESSMENT OF THE RELATIVE EFFECTIVENESS OF THE USE
OF SOCIAL STUDIES TEXT MATERIAL VERSUS FICTIONAL
MATERIAL IN DEVELOPING READING ABILITY WITH SEVENTH
GRADE CHILDREN

Fiction
Junior High Schools
Reading
Sex Differences
Textbooks

The purpose of the study was to determine if seventh-grade students' social studies reading ability and general reading ability will develop as effectively with training using fictional materials as with training using social studies text materials.

Treatment I consisted of three classes (one in each of three schools) whose students received 30 reading lessons over a six-week period using fictional material.

Treatment II consisted of three classes (one in each of three schools) whose students received 30 reading lessons over a six-week period using social studies text material.

Social studies reading ability was measured by the California Reading Test, Section G, Junior High Level. Another reading test, an intelligence test, a test about social studies vocabulary knowledge, prior knowledge of social studies, and attendance were also used as data.

Analysis indicated that using social studies text material was no more effective in developing students' social studies reading ability or general reading ability than using fictional material selected from seventh-grade basal reading series. Regardless of the type of treatment, female students scored significantly higher than male students after six weeks of instruction. 120 pp.

Order no. 71-18,516

Questioning

145. Atkinson, III, Charles Dessau, Ed. D.
Harvard University, 1972

[elem]

QUESTION-ASKING BY STUDENTS: TEACHER CONTROL IN A
NATURAL CLASSROOM SETTING

Attitudes
Discipline
Questioning Techniques

The study was designed to discover why students rarely ask questions and to explore one possible means for reversing the traditional classroom recitation pattern in which teachers monopolize the question-asking role.

The investigator worked with one fourth-grade social studies class. Instructions to the teacher, the six class preessions, and the six postsession interviews with the teacher were recorded, transcribed, and analyzed.

Results showed that the teacher's use of simple contingency management techniques was effective in changing the rate of student question-asking. However, the teacher found classes adverse when students controlled all of the questions and reduced her role to answering questions. In a typical class discussion when students asked questions and the teacher answered them, the class became administratively difficult because all questions had to be funneled through the teacher. 283 pp.

Order no. 72-22,041

146. Crump, Claudia Dean Dishman, Ed. D.
Indiana University, 1969

[elem]

SELF-INSTRUCTION IN THE ART OF QUESTIONING IN INTERMEDIATE-GRADE SOCIAL STUDIES

Convergent Thinking
Divergent Thinking
Programed Texts
Questioning Techniques

The basic purposes were (1) to discover what types of questions are most frequently employed by intermediate-grade teachers in social studies discussions and tests; and (2) to determine whether a self-instructional programed text changed teachers' oral and written questions.

The data were obtained from 38 tests and 57 audiotapes prepared by 19 intermediate-grade teachers. Tests and tapes were analyzed both before and after instruction with the programed text.

Preinstruction oral and written questions were dominated by reproduction and translation questions (89.1 percent). These convergent questions continued to dominate, but to a lesser degree, in the postinstructional period (73.4 percent).

It was concluded that the programed text communicated a skill to teachers without the intercession of an instructor and that this medium should be further explored as a means of helping teachers update teaching methods. 212 pp.

Order no. 70-11,682

147. Hearn, Delmer Dwain, Ph. D.
The University of Texas at Austin, 1969

[elem]

THE EFFECT OF QUESTIONS IN FACILITATING FOURTH-
GRADE PUPILS' ACQUISITION OF INFORMATION FROM PRINTED
INSTRUCTIONAL MATERIALS IN THE SOCIAL STUDIES

Instructional Materials
Memory
Questioning Techniques
Reading

The study investigated possible facilitative effects of both the inclusion of questions and their cognitive emphases upon fourth-grade pupils' acquisition of information from printed instructional materials used in social studies.

Subjects were 468 fourth graders in 23 classrooms. Subjects were randomly assigned to three experimental conditions: Treatment A--reading passage containing no questions; Treatment B--same reading passage but with memory level questions interspersed through the narrative; Treatment C--same reading passage but with analysis level questions interspersed through the narrative.

Subjects first read the passage carefully one time with no review or no time limit; then they responded to a 21-item, multiple-choice test. One week later they took the same test again. IQ and reading scores were used as covariates in analyzing the data.

Significant differences were found favoring inclusion of questions within the narrative. However, differences resulting between memory and analysis level questions were not statistically significant.
131 pp.

Order no. 70-10,805

148. Pritchard, Mary Frances, Ph. D.
St. Louis University, 1969

[elem]

CHILDREN'S CLASSROOM QUESTIONS--HOW MANY? WHAT KIND?
THEIR EFFECTS ON INDIVIDUAL GROWTH

Academic Achievement

Evaluation Questioning Techniques

The purposes of the study were to survey the quantity and quality of questions asked by students in the classroom and to determine the relationship of the questions to individual growth.

The 4,528 questions were collected in one sixth-grade classroom during social studies. The questions were classified as to depth of thinking demanded. A social studies test was constructed to measure growth in the content area, and standardized tests were administered to measure growth in the skills area.

There was no statistically significant relationship found between the number of questions students ask and their growth as measured by gains in scores from pretest to posttest. There was no statistically significant relationship observed between the level of questions asked and growth.

The students who made the greatest gains in the skills area and also the greatest total growth were the pupils in the lowest third of the class. These students asked relatively few high level questions. 107 pp.

Order no. 70-1866

149. Rogers, Virginia Ann Miller, Ph. D.
The University of Texas at Austin, 1969

[elem]

VARYING THE COGNITIVE LEVELS OF CLASSROOM QUESTIONS IN ELEMENTARY SOCIAL STUDIES: AN ANALYSIS OF THE USE OF QUESTIONS BY STUDENT TEACHERS

Academic Achievement
Questioning Techniques
Student Teachers
Taxonomy

The principal objective was to determine if student teachers can be trained to vary the cognitive level of the questions they ask in the classroom. A secondary focus was to determine if asking questions of a higher cognitive level had any effect on student achievement.

Twenty student teachers and their fifth-grade pupils were subjects for the study. The classes were assigned to experimental or control groups. Before planning and teaching a four-day unit, experimental teachers participated in seminars on the purposes and use of varying cognitive levels of questions.

A Teacher Oral Question Observation Schedule was used to record the student teachers' questions each day.

It was found that experimental teachers asked significantly more higher level questions than did control teachers. Pupils, however, showed no significant differences in achievement. 78 pp.

Order no. 69-15,862

150. Savage, Jr., Tom Verner, Ph. D.
University of Washington, 1972

[elem]

A STUDY OF THE RELATIONSHIP OF CLASSROOM QUESTIONS AND
SOCIAL STUDIES ACHIEVEMENT OF FIFTH-GRADE CHILDREN

Academic Achievement
Concept Formation
Questioning Techniques
Reading
Sex Differences
Taxonomy

The purpose was to investigate the relationship between classroom questions and achievement. The concepts of rules and location were taught to groups of children from an urban area and a suburban area. The two schools randomly chosen from these areas were equated in terms of income, adult education level, etc.

Visual stimulus materials and a criterion test were prepared for each concept. The experiment took place over a six-week period.

All fifth graders in the two schools were randomly assigned to three groups. Group A received instruction consisting of 70 percent knowledge-level questions and 30 percent higher-level questions. Group B received instruction consisting of 70 percent higher-level questions and 30 percent knowledge questions. Group C served as a control group.

A significant difference was found between the control group and the two treatment groups. There was also a significant difference according to sex, with the girls outperforming the boys. There was no significant difference between the two treatment groups. 135 pp.

Order no. 72-28,661

151. Linderbaum, Sheldon, Ph. D.
New York University, 1972

[sec]

AN EXPERIMENTAL STUDY OF A CONCEPTED ORIENTED
QUESTIONING TECHNIQUE FOR USE IN THE NEW SOCIAL
STUDIES

Divergent Thinking
Inquiry Training

Inservice Teacher Education
 Junior High Schools
 Questioning Techniques

The study was to explore the effectiveness of a concept-oriented questioning technique when used with the new social studies group teaching methodologies. Subjects were ninth graders from selected New York City junior high schools. The technique used was derived from J. P. Guilford's *The Nature of Human Intelligence*.

An inservice training course was given teachers. The control teachers received test administration directions while the experimental teachers received both administration directions and treatment effect experiences. Pre and posttests were administered.

The data indicated a statistically significant difference between the criterion scores of the groups at the .05 level for the short answers and the .01 level for the essays, but no significant difference for alternate uses was shown. It was concluded that the concept-oriented questioning technique can measurably increase divergent thinking. 284 pp.

Order no. 72-20,647

152. Scovel, Donald Albert, Ph. D.
 The University of Iowa, 1968

[sec]

A STUDY ANALYZING HIGH SCHOOL STUDENT QUESTIONING
 BEHAVIOR IN AMERICAN HISTORY CLASSES

Academic Achievement
 American History
 Questioning Techniques
 Taxonomy

This research attempted to answer two questions: (1) will there be a change in secondary school students' questioning behavior as the result of instruction in questioning? and (2) will students' mastery of subject-matter content decrease as a result of instruction questioning?

The researcher prepared an instructional program which taught students general rules for asking good questions and demonstrated a schema for classifying questions.

The research was implemented in 18 experimental and 13 control groups. In both the experimental and the control groups, students formulated questions based on four items of historical information. Following this questioning activity, the students in the experimental groups received instruction in ways to improve and classify their questions.

A significant difference in the median number of translation, comprehension, application, and evaluation questions asked by students was found in favor of the experimental groups. It was concluded that it is possible to change students' questioning behavior through instruction. With proper instruction, students can improve the quality of their questions and thus more effectively analyze personal and social problems. 249 pp.

Order no. 69-8806

153. Godbold, John Vance, Ed. D.
The University of Florida, 1968

[gea]

ORAL QUESTIONING PRACTICES OF TEACHERS IN SOCIAL STUDIES
CLASSES

Elementary Grades
Junior High Schools
Interaction Process Analysis
Questioning Techniques
Teacher Qualifications

The purpose was to explore how the oral questioning practices of teachers during social studies class discussions vary with organizational setting (junior high vs. elementary) and length of teaching experience.

Thirty-two teachers participated, and a 50-minute tape recording was made of each teacher directing a social studies class discussion. Their questions were recorded and classified using an instrument designed by the investigator.

It was found that at least half the questions asked fell into the "memory" category. In comparing the groups it was found that elementary teachers asked considerably more questions, and the kinds of questions they asked were significantly different from those of the secondary teachers. Experienced and inexperienced elementary teachers showed no significant differences in the kinds of questions asked.

The more experienced secondary teachers asked considerably more questions than did the less experienced secondary teachers, and there was a significant difference in the kinds of questions asked.

There is a need for programs to help teachers ask more higher cognitive level questions. 102 pp.

Order no. 69-17,022

Discussion

154. Burner, Bruce Bailey, Ed. D.
University of Maryland, 1971

[elem]

A STUDY OF THE RELATIONSHIP OF STUDENT TALK *PER SE*
AND STUDENT ACHIEVEMENT ON THE SOCIAL STUDIES TEST
(FORM A) OF THE STEP TESTS AMONG SIXTH-YEAR STUDENTS

Academic Achievement
Discussion Experience
Evaluation
Skill Analysis

The purpose of the study was to test the idea that student talk is a variable which contributes to variance in student achievement. The research hypothesis was that students who discuss their ideas about subject matter achieve higher scores on the Social Studies Test (Form A) of the Sequential Tests of Educational Progress than students who do not discuss subject matter.

A total of 97 sixth-grade students participated in a series of 30-minute treatment sessions. In each session the investigator asked one subject from treatment group A why he responded to a selected item from STEP; three subjects from treatment group B were present, could listen, but could not talk; a subject from treatment group C retook a test on selected items in another room.

The study did not support the research hypothesis. 93 pp.

Order no. 72-609

155. Rich, Leonor May, Ed. D.
Boston University School of Education, 1968

[elem]

THE EFFECTIVENESS OF INDIVIDUAL AND TEAM ASSIGNMENTS
FOLLOWING MASS PRESENTATIONS IN SOCIAL STUDIES IN
GRADES FOUR, FIVE, AND SIX

Discussion (Teaching Technique)
Films
Filmstrips
Phonograph Records

The purpose was to measure learning effectiveness of varying size team discussion groups following mass media presentations of social studies content in grades four through six. The media used included sound films, filmstrips, and dramatic historical recordings.

Nine self-directing, self-correcting pupil study guides were constructed to improve students' retention of factual information. Children had equal experiences in individual work and in team discussion groups randomly composed of three or five members. Every child had total exposure to all instruments used. Seventeen classes participated in the three-week experiment.

Pretests, Form FM of the Otis Quick-Scoring Mental Ability Beta Test and Intermediate Battery I and II of the Stanford Achievement Test, were administered to determine the mean scores of intelligence quotients and reading abilities.

Discussion group size had no effect on the retention of information. However, in grade six students working alone showed statistically significant differences. There were also marked differences in the findings pertaining to the media used. The films were favored over both the filmstrips and recordings while the filmstrips were favored over the recordings. 292 pp.

Order no. 69-7873

156. Estes, Thomas Howard, Ph. D.
Syracuse University, 1970

[sec]

USE OF GUIDE MATERIAL AND SMALL GROUP DISCUSSION IN READING NINTH GRADE SOCIAL STUDIES ASSIGNMENTS

Attitudes
Discussion Experience
Guides
Reading

The study explored the effect of using guide material in reading social studies assignments followed by small group discussion of the reading on students' knowledge of social studies, their attitudes toward social studies, and/or their general reading comprehension.

Two teachers who each taught three ninth-grade social studies classes were the sample. Each teacher taught one class using guide material plus small group discussion, a second class using guide material without small group discussion, and a third class utilizing prereading questions.

Following 15 weeks' instruction, subjects were administered (1) an experimenter-constructed test of social studies knowledge; (2) an experimenter-constructed scale to measure attitude toward social studies; and (3) the Stanford High School Reading Test.

Differences favored the use of guides without small group discussion over the use of guides with small group discussion. There were no achievement differences between guides and prereading questions. Regarding attitude toward social studies, differences favored the

use of prereading questions over the use of guide material; small group discussion had little effect on attitude change. 275 pp.

Order no. 71-10,911

157. Luciano, Jr., Frank John, Ed. D.
Boston University School of Education, 1970

[sec]

A COMPARISON OF VARIOUS SIZED DISCUSSION GROUPS DURING
CERTAIN LEARNING TASKS

Discussion Groups
Group Dynamics
Junior High Schools
Learning Processes

The purposes were (1) to determine which size discussion group produces the greatest number of quality ideas from expository materials; (2) which discussion technique produces the greater number of quality ideas; (3) which size discussion group produces the greatest student involvement; and (4) which discussion technique produces the greater student involvement. Group sizes of three, four, seven and nine members were compared.

The sample for the study consisted of 184 ninth-grade social studies students. The program was designed for 20 teaching days of which eight were used for discussion. In each experimental period specifically constructed discussion questions were used to elicit ideas from students about material and information the teachers presented in a lecture.

The brainstorming technique had a greater effect than the criticism technique on the number of quality ideas produced. Group size had little effect on the number of quality ideas produced, but it did have a statistically significant relationship to the degree of individual student involvement. The topics used had an effect on the production of quality ideas. 167 pp.

Order no. 70-22,517

Map

158. Duhon, Joseph Michael, Ed. D.
The University of Arizona, 1970

[elem]

THE VALUE OF SIMPLIFIED MAPS IN SELECTED FIFTH
AND SIXTH GRADES

Intelligence
Maps
Map Skills
Reading

The purpose was to ascertain whether a commonly used type of simplified map is more effective than a conventional map with fifth- and sixth-grade students.

Two desk maps of the 48 contiguous United States served as the simplified and conventional maps. The conventional map used approximately four times more words and a more highly sophisticated layer-tinting technique than the simplified map.

The sample consisted of all fifth- and sixth-grade students in the public school system of St. Charles, Missouri.

It was found that fifth graders are better able to read simplified maps than conventional maps. Most sixth-grade students can read conventional maps equally as well as simplified maps. Students with higher intelligence perform at a higher level on the Test of Map Skills than those with low intelligence. 172 pp.

Order no. 70-20,707

159. Fischer, Paul, Ed. D.
University of Southern California, 1968

[elem]

THE RELATIONSHIP OF SELECTED VARIABLES TO THE ABILITY
TO READ AND INTERPRET MAPS

Geography
Map Skills
Reading

The purpose was to determine the relationship between selected capacity and performance factors and the ability to read and interpret maps.

The sample consisted of 168 sixth-grade students. The SRA Map and Globe Skills Kit was used to provide a total of 25 hours and 40 minutes of map reading instruction. Pre and posttesting provided data for predictor and criterion variables which were then correlated.

The findings included the following: (1) chronological age was negatively related to the ability to read and interpret maps; (2) reading ability and general verbal ability show a moderate to strong relationship to the ability to read and interpret maps, especially at the level of fact-finding and locational skills (3) the best single predictor of achievement of either lower level or higher level map skills is a map pretest; and (4) the ability to make analogies, see numerical relationships, reason arithmetically, and read graphs and

tables appears to have a stronger relationship to the ability to read and interpret maps at higher levels than at lower levels of map skills. 211 pp.

Order no. 69-611

160. Kilman, Marvin Dyer, Ed. D.
University of Southern California, 1969

[elem]

SOME FACTORS RELATED TO MAP-READING ABILITY OF FOURTH
GRADE PUPILS

Intelligence
Map Skills
Reading
Sex Differences

The purpose was to ascertain the relationship between selected factors of intelligence and reading ability and the ability of fourth-grade children to learn map reading.

A sample of 99 boys and 93 girls was selected from several fourth-grade classes. The SRA Primary Mental Abilities Test, the Gates Basic Reading Test, and a specially prepared test of map reading were administered. The investigator then taught map skills for a seven-week period. The map-reading test was administered again.

The best single predictor for boys and girls as a group was the pretest total score in map reading. The best single predictor of achievement for boys tended to be the same section of the pretest, but the test of reading vocabulary was the best single predictor for girls. 232 pp.

Order no. 69-19,380

General

161. Breiter, Joan Catherine, Ed. D.
Colorado State College, 1968

[elem]

A COMPARISON OF READING AND LISTENING AS TECHNIQUES
OF INSTRUCTION IN THE SOCIAL STUDIES AT THE SIXTH
GRADE LEVEL

Listening
Reading
Teaching Methods

This study investigated the relative value of reading and listening as techniques of instruction in social studies classrooms. After pilot testing, all sixth-grade teachers from two school systems participated. Their 28 classes were randomly assigned to experimental or control groups.

Student scores on pre and posttests were used for the final analyses. Each class used the materials for ten one-hour periods.

It was found that children of above average intelligence comprehended significantly more by reading than by listening, but that children of average and below average intelligence did not. Sixth-grade girls comprehended significantly more by reading than by listening.

It was concluded that neither reading nor listening as instructional techniques significantly facilitated the comprehension of sixth-grade children in general. 284 pp.

Order no. 69-2828

162. Johnson, Mary Kathleen, Ph. D.
The Florida State University, 1972

[elem]

SOCIAL STUDIES CLASSIFICATION PERFORMANCE OF KINDERGARTEN
CHILDREN FROM DIFFERING SOCIO-ECONOMIC BACKGROUNDS

Classification
Kindergarten Children
Sex Differences
Socioeconomic Status

The study was designed to determine if differences existed between the social studies classification performances of children in two middle class, private school kindergartens and those in two Head Start classes.

A child's classifying ability was measured by having him identify items on ten groups of colored photographs.

While an analysis of variance was made to study the three main effects of class, age, and sex, the results are not reported. 105 pp.

Order no. 73-193

163. Pretzlaff, Richard E., Ed. D.
Wayne State University, 1969

[elem]

THE RELATIONSHIP OF TRANSIENCY AND GEOGRAPHIC MOBILITY
TO THE SOCIAL STUDIES UNDERSTANDINGS, ATTITUDES, AND SKILLS
OF SIXTH GRADERS

Academic Performance
 Attitudes
 Sex Differences
 Skills
 Transfer Students

The purpose was to assess the impact of transiency and geographic mobility on the social studies performance of children.

A sample of 312 students enrolled in the sixth grade was selected by a stratified cluster random sampling procedure.

A single administration of the STEP Social Studies Test was used to measure social studies understandings. Iowa Test of Basic Skills scores were extracted from records to measure social studies skills. Instruments were developed to measure attitudes toward social studies and geographic orientation.

Movement did not appear to be related to social studies understandings. The findings did not indicate that all kinds of mobility have an effect on all kinds of social studies understandings, attitudes, skills, and geographic orientation. There were indications, comparing the extreme groups, that movement may have a negative effect on overall performance in the social studies and that mobility between districts may be more disruptive than transiency within districts. 158 pp.

Order no. 70-3440

Cognitive Processes, Critical Thinking, Inquiry

164. Brown, Lester Edward, Ph. D.
 University of Minnesota, 1968

[elem]

AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF ORGANIZING
 LEARNING EXPERIENCES TO ACHIEVE THE OBJECTIVE OF CRITICAL
 THINKING IN CERTAIN FIFTH GRADE SOCIAL STUDIES CLASSES

American History
 Critical Thinking
 Taxonomy

The purpose was to determine whether organizing learning experiences in a clearly stated pattern will result in greater critical thinking achievement by fifth graders in a social studies class. The skills were arranged by their presumed complexity using Bloom's taxonomy.

Sixty-seven pupils were randomly assigned to three fifth-grade classes. The control group learned critical thinking skills in an undetermined teaching sequence, Experimental Group I was taught critical thinking skills in a randomized order, and Experimental Group II was taught critical thinking skills in the order determined by Bloom's taxonomy.

Curriculum materials for individual skill development were selected, and a revised edition of the Morse-McCune Test of Critical Thinking in the Social Studies plus a social studies achievement test were administered in both pre and posttest situations.

The difference between the means of the two experimental groups was not significant. However, a statistical comparison of the means of the experimental groups with the control group mean revealed a difference significant at the one percent level. There was no significant difference in subject matter mastery, nor were there differences between the sexes. 477 pp.

Order no. 69-11,496

165. Coleman, Lois Tarleton, Ed. D.
University of California, Berkeley, 1969

[elem]

A STUDY OF THE ACQUISITION OF THE INTELLECTUAL SKILL COMPARING IN THE AREA OF SOCIAL SCIENCES

Comparative Analysis
Skills
Social Sciences

This study investigated the acquisition of the intellectual skill "comparing." Acquisition of the skill was measured by diagnostic tests and an instructional design based upon the cumulative learning theory advanced by Gagne. The transferability of the skill was also investigated.

Twenty-one subordinate skills were designated for comparison. A diagnostic test for evaluating all the subordinate skills was then designed to detect skill deficiencies.

Twenty sixth-grade girls who could not perform the comparing task were chosen for the experiment; half of them received individually administered instruction to improve their deficient skills. Instruction was not given in the comparing skill.

When given individual instruction in deficient skills, the subjects readily learned the skills, as indicated by performance on pre and posttests. In contrast, the ten control subjects who were uninstructed in subordinate tasks were not able to perform the final comparing task. 226 pp.

Order no. 70-12,987

166. Deane, Edward Milton, Ph. D.
The Florida State University, 1972

[elem]

GENERALIZING OF PROCESS SKILLS DEVELOPED IN ELEMENTARY
SCIENCE, BY FOURTH GRADERS, TO OBJECTIVES OF FLORIDA
HISTORY WITH IMPLICATIONS FOR CURRICULUM DEVELOPMENT

Inquiry Training
Interdisciplinary Approach
Skills

The purpose was to determine whether fourth graders who have acquired selected process skills in science exhibit the same competencies in a Florida history context without the benefit of similar instruction. The study also explored curricular modifications.

An experimental group of 51 subjects had highly systematic instruction in developing science process skills; a control group of 49 subjects had no direct instruction in process skills. Pre and posttests were administered to all subjects. In addition, a social studies test designed to utilize process skills was administered to all students.

Children receiving systematic instruction in selected process skills made substantial gains in competency, and the process skills were generalizable to other content settings. Children deficient in reading skills were also successful with the science process approach. 83 pp.

Order no. 72-22,997

167. Garrepy, Leo Edward, Ph. D.
The University of Connecticut, 1969

[elem]

TECHNIQUES USED TO FACILITATE INQUIRY PROCESS IN
THE ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

Change Agents
Curriculum Development
Inquiry Training

The study explored how social studies curriculum revision has occurred in elementary school systems which emphasize inquiry process. Seven widely separated school systems were selected for personal investigation. A guide was used in discussions with school personnel, in analyzing materials, and in establishing categories for classifying techniques.

Techniques used in inquiry-centered curriculum revision programs included: employing a key person with commitment to inquiry; developing a rationale for inquiry process; training all personnel in inquiry process; selecting sophisticated teachers; and training students in the use of logical processes. Revision, in general, followed the usual pattern associated with curriculum change in any elementary subject. 174 pp.

Order no. 70-1261

168. Greer, Margaret Smith, Ed. D.
The University of New Mexico, 1969

[elem]

THE EFFECT OF STUDYING THE STRUCTURE OF CONCEPTS
AND COGNITIVE-EMPHASIS SOCIAL STUDIES UNITS ON SELECTED
COGNITIVE PROCESSES OF FIFTH-GRADE CHILDREN

Concept Formation
Cognitive Processes
Unit Plan

The purpose was to determine the effect of two types of treatments designed to (1) increase the efficiency of three cognitive functions, discrimination, inference, and generalization; and (2) to decrease tendencies to be overcautious or to overgeneralize in processing given data.

The sample was comprised of 263 fifth graders. Randomly assigned classes received these treatments: (1) study of concept structure and cognitive-emphasis units; (2) study of concept structure; (3) study of cognitive-emphasis units; and (4) no treatment. The treatment period lasted three weeks, and instruction was conducted by student teachers.

The Social Studies Inference Test and the Application of Principles Test were administered to collect pre and posttest data.

On four of the five cognitive processes, the three treatment groups achieved significantly higher means than the no treatment group. 194 pp.

Order no. 70-12,894

169. Hart, Annette K., Ph. D.
Northwestern University, 1972

[elem]

EVALUATION OF ART EXPERIENCES AS CATALYSTS FOR
UNDERSTANDING SELECTED SOCIAL STUDIES CONCEPTS
IN THE FOURTH GRADE

Abstract Reasoning
 Art Activities
 Economic Education

The purpose was to test the hypothesis that using correlative art experiences as catalysts significantly improves the learning of selected fourth-grade social studies concepts. The subjects were ten fourth-grade classes divided into experimental and control groups. Concepts of production, technology, labor, resources, capital, and goods and services were chosen for the study because of their relationship with each other, the unit under study, and their abstract quality.

A comprehensive teacher's manual, containing concept understandings and explanation of concept terms, was used by both control and experimental group teachers. In addition, the experimental group teachers were provided with sequential art experiences devised to stimulate the understanding of selected social studies concepts.

At the end of eight weeks, a test was administered to all pupils. The experimental group scored higher on the test than the control group. The differences between the mean scores of the two groups was found to be significant. 178 pp.

Order no. 72-32,452

170. Hubbard, Nora Okada, Ed. D.
 New Mexico State University, 1970

[elem]

DEVELOPING PUPIL QUESTIONING IN SOCIAL STUDIES BY
 TRAINING IN THE USE OF CRITICAL THINKING SKILLS

Bilingual Students
 Critical Thinking
 Questioning Techniques
 Taxonomy

The purpose was to determine if specific training in critical thinking skills causes fifth-grade pupils to ask questions at higher cognitive levels.

The experimental approach was used with 219 fifth graders. Pupils were taught to formulate questions. The change in the cognitive level of pupils' oral and written questions was measured by the Teacher-Pupil Question Inventory.

After four weeks of training the experimental groups made no significant gains over the control groups in asking questions at higher cognitive levels. Neither bilinguals nor monolinguals in experimental groups made significant gains in asking questions at higher

cognitive levels when compared with control groups. 117 pp.

Order no. 70-20,002

171. Pitts-Scarangelo, Aletha C., Ed. D.
University of Pennsylvania, 1971

[elem]

A STUDY IN DEVELOPING CRITICAL THINKING THROUGH A
TEXT IN ELEMENTARY SCHOOL SOCIAL STUDIES

Critical Thinking
Opinions
Problem Solving
Teachers
Textbooks

The purposes of this study were (1) to determine whether an elementary text with built-in problem-solving situations would improve teaching; and (2) to determine if this textual approach would help children learn factual material.

Ten classes in a fourth-grade were randomly divided into control and experimental groups. All were administered A Test of Critical Thinking and the Delaware Test.

The control groups used whatever materials were available for studying a unit on Delaware while the experimental classes used the experimental text, *Delaware, The Diamond State*. Following the unit, both tests were readministered, and teachers completed questionnaires about the materials used.

The experimental group improved thinking skills significantly as tested in the Test of Critical Thinking. The factual knowledge gain was almost identical for the experimental classes and control classes. Teachers' opinions were favorable for the new text. 148 pp.

Order no. 72-14,640

172. Schmidt, Frederick Benjamin, Ph. D.
The University of Oklahoma, 1969

[elem]

THE INFLUENCE OF A SUMMER INSTITUTE IN INQUIRY-CENTERED
SCIENCE EDUCATION UPON THE TEACHING STRATEGIES OF
ELEMENTARY TEACHERS IN TWO DISCIPLINES

Inquiry Training
Inservice Education
Summer Institutes

The purposes were (1) to determine if instructional patterns of elementary teachers in science classes could be significantly altered by experience in a summer institute devoted to "new science:"

and (2) to determine if the same teachers' instruction in social studies classes would be influenced by their "new science" experience.

Sixteen teachers were observed before and after the institute experience in both science and social studies classes; a total of four observations per teacher were made.

In both the science and social studies classes the teachers' use of rational powers was statistically greater after the institute. Teachers also used a significantly greater number of divergent questions following the institute.

It was concluded that teacher behavior can be modified through experiences that stress the philosophy and methodology of inquiry science. Modification occurred both in science and social studies classes even though programs and materials of social studies were not taught. 95 pp.

Order no. 69-21,989

173. Wulff, Kenneth Ray, Ph. D.
Ohio University, 1969

[elem]

A CORRELATED STUDY OF READING AND SOCIAL STUDIES
INFERENCE AND APPLICATION OF PRINCIPLES TESTS
AMONG DISADVANTAGED RURAL APPALACHIAN, DISADVANTAGED
URBAN, AND ADVANTAGED SUBURBAN STUDENTS

Academic Performance
Critical Thinking
Disadvantaged Groups
Generalization
Reading

The purpose was to investigate group relationships of disadvantaged students and advantaged students in their critical thinking abilities.

Three populations of sixth-grade students were identified by using the United States Census Bureau's poverty index. A random sample of 100 students in each of the three groups was selected for the study. The Ohio Survey Test, Grade Six, 1968 Revision, Academic Ability and Reading Achievement subtests plus the Taba Social Studies Inference Test and Application of Principles Test were administered.

There was a significant correlation between the achievement test and the Taba Application of Principles Test. There was also a significant correlation between reading achievement and performance on the Taba Social Studies Inference Test and Application of Principles Test. Group I (disadvantaged rural Appalachian students)

and Group III (advantaged suburban students) obtained close means and standard deviations in all nine variables. Group II (disadvantaged urban students) appeared to be entirely different in respect to the nine variables. 136 pp.

Order no. 70-4758

174. Youngers, John Cornelius, Ed. D.
The University of Rochester, 1972

[elem]

A DESCRIPTIVE STUDY OF THE COGNITIVE EMPHASES
EXPRESSED IN *MAN: A COURSE OF STUDY*
SOCIAL STUDIES CLASSES

Cognitive Processes
New Social Studies Materials
Questioning Techniques
Teachers

The purpose was to analyze the cognitive emphases expressed in fifth-grade classrooms using the *Man: A Course of Study* (MACOS).

A sample of 20 MACOS and 20 non MACOS teachers were randomly selected. The 40 teachers represented 23 elementary schools located in 12 suburban school districts.

Each teacher submitted two, 30-minute audiotapes of social studies class discussions which were recorded within a two-week time period. Using a time-sampling procedure, six minutes from each taped discussion were selected for analysis and coded.

The results indicated that non MACOS teachers asked a greater percentage of memory questions (42 percent) than did MACOS teachers (23 percent). The talk patterns in non MACOS classrooms showed teacher emphasis on presentation of factual information. Non MACOS teachers engaged in presenting information and following it with memory-type questions more frequently than MACOS teachers. 113 pp.

Order no. 72-28,816

175. Armstrong, Nolan Ancel, Ed. D.
Indiana University, 1970

[sec]

THE EFFECT OF TWO INSTRUCTIONAL INQUIRY STRATEGIES
ON CRITICAL THINKING AND ACHIEVEMENT IN EIGHTH GRADE
SOCIAL STUDIES

Academic Performance
Concept Formation
Critical Thinking

Inquiry Training
Junior High Schools

The purpose was to assess the effect of two instructional strategies on certain critical thinking skills of eighth-grade social studies students. The strategies differed in the degree a teacher guided students by verbalizing key concepts and generalizations. The investigator verbalized key concepts and generalizations in one high ability and one average ability class.

Students were administered the Sequential Test of Educational Process (social studies pre and posttest), the Watson-Glaser Critical Thinking Appraisal (pretest and posttest), and a teacher-constructed achievement test.

As measured by the Watson-Glaser Critical Thinking Appraisal, the subjects significantly improved their critical thinking performance during the six-week treatment period. However, different instructional strategies did not result in significant performance differences. Students designated as high ability performed significantly better than students designated as average ability.
141 pp.

Order no. 70-17,235

176. Beery, Robert William, Ph. D.
University of Minnesota, 1972

[sec]

THE EFFECTS OF TWO INQUIRY TEACHING STRATEGIES ON
THE LEARNING OF SOCIOLOGICAL CONCEPTS AND
GENERALIZATIONS AND THE DEVELOPMENT OF INQUIRY-
RELATED SKILLS

Concept Formation
Generalization
Inquiry Training
Junior High Schools
New Social Studies Materials
Sociology
Teaching Methods

The purpose was to study the effects of two inquiry teaching strategies on student learning of inquiry-related skills, sociological concepts, and sociology generalizations.

The researcher taught sociology to four seventh-grade classes which were randomly selected and assigned. Data were collected on seven pre and posttests developed by the investigator. The course objectives were based on the University of Minnesota Project Social Studies seventh-grade sociology course.

In the "student discovery--student application" strategy the teacher selected and organized readings, action activities, and/or discussions designed to encourage students to inductively identify alternative explanation of behavior. In the "teacher presentation--student application" strategy the teacher first presented key ideas and skills then provided opportunities for class and/or individual applications of the learning in new contexts.

In general, both teaching strategies resulted in significant learning of sociological concepts, generalizations, and inquiry-related skills. It was concluded that the objective of developing inquiry skills, sociological concepts, and generalizations can be accomplished by using either inquiry teaching strategy employed in this investigation. 183 pp.

Order no. 73-996

177. Belsky, Theodore Bernard, Ed. D.
University of Massachusetts, 1971

[sec]

THE DEVELOPMENT OF AN "EXPOSITORY-INQUIRY CONTINUUM" TO
MEASURE RELATIONSHIPS BETWEEN "EXPOSITORY" AND "INQUIRY"
TEACHING METHODS AND STUDENT COGNITIVE CHARACTERISTICS
IN SECONDARY SOCIAL STUDIES CLASSES

Cognitive Development
Critical Thinking
Divergent Thinking
Inquiry Training
Teacher Response

The purpose of this study was to investigate the use of an Expository-Inquiry Continuum as a means of observing and recording classroom behavior. The Continuum was used to study the efficacy of various teaching methods.

Nine teachers and 222 students within four school districts were the sample. Each week one randomly selected tape-recorded classroom discussion was analyzed to rate each teacher with the Expository-Inquiry Continuum. Pre and posttests of student cognitive behavior were administered.

It was concluded that both high expository-oriented teachers and high inquiry-oriented teachers can significantly modify their methods of presentation. However, teachers only vaguely understand the degree to which they use expository and inquiry-oriented strategies. Teacher method does influence student cognitive behavior. Inquiry strategies enhance and expository strategies retard subsequent student divergent thinking achievement. 265 pp.

Order no. 71-25,075

178. Boedeker, Louise Claire, Ph. D.
University of Minnesota, 1971

[sec]

INQUIRY TEACHING STRATEGIES: THEIR EFFECTS ON
DOGMATISM, CRITICAL THINKING AND LEARNING IN A
SEVENTH GRADE SOCIOLOGY COURSE

Critical Thinking
Dogmatism
Inquiry Training
Junior High Schools
Sociology
Teaching Techniques

The purpose was to study the effects of two inquiry teaching strategies upon students' dogmatism levels, critical thinking skills, learning of sociological concepts and generalizations, and prejudice-rationality.

From an initial population of 423 students, the 80 most and 80 least dogmatic students were selected. Then 40 students were randomly assigned each treatment group without the knowledge of the researcher who taught sociology to the classes. Six pre and posttests were administered.

In general, for high and low dogmatic students alike both teaching strategies reduced dogmatism levels, improved critical thinking performances, increased knowledge of sociological concepts and generalizations, reduced prejudice, and increased rationality of attitudes.

Statistically significant findings (.05) support the following generalizations: (1) where treatment was a main effect, the discovery strategy was superior for both high and low dogmatic students; (2) in two cases where there was a significant interaction between treatment and dogmatism, the discovery treatment was far superior for the high dogmatic students and the presentation treatment was slightly superior for the low dogmatic students; (3) dogmatism is a powerful indicator of students' critical thinking performance; and (4) dogmatism can be reduced by teaching strategies. 241 pp.

Order no. 72-14,407

179. Clubok, Arthur Sheldon, Ph. D.
The University of Michigan, 1969

[sec]

THE USE OF CRITICAL THINKING BY TWELFTH-GRADE CIVICS
TEACHERS IN THE DETROIT PUBLIC SCHOOLS

Civics
Critical Thinking
Teachers

The purpose was to examine the use of critical thinking by twelfth-grade civics teachers in Detroit public schools. The population included all twelfth-grade civics teachers. Forty-eight teachers were individually interviewed to determine educational background, teaching objectives, methods and techniques of teaching civics, and professional activities.

Nine teachers stressed the goal of critical thinking. While critical thinking is considered a basic goal in social studies, the investigation indicated that in practice most twelfth-grade civics teachers in Detroit public high schools are neither emphasizing this goal nor using methods and techniques which foster it. 226 pp.

Order no. 70-4048

180. Duggan, Marie Tedesco, Ph. D.
Syracuse University, 1970

[sec]

A STUDY OF THE RELATIONSHIPS BETWEEN THE USE OF
CLARIFYING TEACHING STRATEGY AND PUPIL OUTCOMES

Attitudes
Beliefs
Discussion
Junior High Schools
Values
Verbal Communication

The purpose was to investigate relationships among the use of a clarifying teaching strategy, pupil perceptions, and verbal behaviors.

The clarifying strategy adopted to translate the teaching relationship concept into classroom practice consists of materials, guide questions, and clarifying responses; the strategy is intended to help each student explore his belief, attitudes, feelings, and values.

Four instruments developed by the investigator and a fifth instrument, Observational System for Instructional Analysis, were used. The sample consisted of 228 eighth graders.

The three classes of each teacher were randomly assigned to one of three treatments. There were six experimental sessions during the period January through April.

The findings suggest little relationship between the use of clarifying strategy and pupil outcomes. Internal evidence suggests that the application of the clarifying strategy was not as consistent as intended and that the changes in pupil outcomes which did occur were not sufficient to produce significant differences between the treatment conditions. 123 pp.

Order no. 70-24,323

181. Ellis, Betty Ruth Rotsted, Ed. D.
Wayne State University, 1968

[sec]

THE INFLUENCE OF SELECTED COMPONENTS OF ADOLESCENT
PEER CULTURE AND SCHOOL SITUATION ON A MEASURE OF
CRITICAL THINKING

Citizenship
Critical Thinking
Dogmatism
Peer Groups
Self-Concept

The purposes were (1) to define the term "critical thinking;" (2) to develop tests to measure the degree of critical thinking; and (3) to determine the grade levels in which critical thinking can be developed. In addition, the study sought to identify components of the student peer culture in the school situation that might be important to achieving critical thinking objectives.

The student sample consisted of 88 students from school one and 84 students from school two. The data, a questionnaire plus measures of self-concept and dogmatism, were obtained during a three-hour block of time.

The study yielded no conclusive evidence that the components investigated (school, peer, home, and religious influences) affected critical thinking development. 239 pp.

Order no. 69-6064

182. Hatfield, Robert C., Ed. D.
Wayne State University, 1968

[sec]

A STUDY OF THE RELATIONSHIPS OF SELECTED COMPONENTS
OF CREATIVITY, COGNITIVE STYLE, AND SELF-CONCEPT
IDENTIFIED IN A RANDOM SAMPLE OF TWELFTH GRADE
STUDENTS IN ONE HIGH SCHOOL WITH THEIR LEARNING
OF SELECTED INFORMATION IN THE SOCIAL STUDIES

Cognitive Ability
Creativity
Intelligence
Self-Concept
Sex Differences
Socioeconomic Status

The purpose was to identify relationships among selected components of creativity, cognitive style, self-concept, and learning gain as measured by pre and posttests of specific information. The components selected for study were flexible thinking, intuitive

versus sensory cognitive orientation, and the discrepancy between real self-concepts and ideal self-concepts.

Thirty-six twelfth-grade students were selected by random sampling from one high school. Standardized instruments used were the "California Mental Maturity Test," "The American Home Scale," "Torrance Tests of Creativity Thinking (Verbal)," "Myers-Briggs Type Indicator," and Bills' "Index of Adjustment and Values." Other instruments were also designed by the researcher to analyze verbal interaction and to secure students' reasons for their verbal interactions.

Students were placed in groups of seven or eight and were given pre and posttests on information related to international trade. A unit of instruction was taught about international trade for four days. A control group was also used.

A significant positive relationship was found between flexible thinking and intuitive cognitive orientation. Flexible thinking was influenced by I.Q., socioeconomic level, and sex. Intuitive cognitive orientation was also influenced by socioeconomic level and sex. Self-concept was influenced by sex.

It was concluded that the components of creativity, cognitive style, and self-concept used in this study do have some relationships to learning. 236 pp.

Order no. 69-14,672

183. Hill, Louis Edward, Ed. D.
Syracuse University, 1969

[sec]

A STUDY OF LEVELS OF CONCEPTUAL FUNCTIONING AND THEIR RELATIONSHIP TO STUDENT ACHIEVEMENT AND STUDENT PERCEPTION OF TEACHERS

Abstract Reasoning
Academic Performance
Cognitive Processes
Junior High Schools
Student Teacher Relationship
Teachers

This study investigated (1) the differences in achievement between ninth-grade students who were conceptually abstract and those who were conceptually concrete; and (2) the perceptions these students had of their conceptually abstract and conceptually concrete teachers of English, social studies, and science.

A group of conceptually abstract and a group of conceptually concrete ninth-grade students were identified. The students' teachers were also tested and identified as to level of conceptual functioning.

Each student had been pre and posttested, one year apart, on rote memory and interpretive subtests of the Iowa Test of Educational Development. The students were also asked to rate their teachers using the evaluation, potency, and activity scales of the semantic differential.

The findings indicated that conceptually abstract individuals have a greater ability than conceptually concrete individuals to make judgments of an interpretive or inferential nature. Contrary to findings of certain other studies, this investigation concluded that students who evaluate their teachers positively on a friendly-approving criterion gain significantly less on certain achievement tests than students who rate their teachers low on the same criterion. 136 pp.

Order no. 70-14,720

184. Madden, John Reese, Ph. D.
Syracuse University, 1970

[sec]

THE RELATIONSHIP BETWEEN THE USE OF AN INQUIRY
TEACHING TECHNIQUE IN A SOCIAL STUDIES CLASSROOM AND
THE ATTITUDE OF STUDENTS TOWARD THE SOCIAL STUDIES COURSE

Attitudes
Inquiry Training
World History

The purpose of the study was to determine the relationship between the use of an inquiry teaching technique in a social studies class and the attitude of the students involved toward the course.

In the previous year, all ninth-grade students ranked academic projects in their order of preference. The investigator taught two tenth-grade world history classes; inquiry skills were given emphasis only in the experimental class.

At the end of the semester, students in both classes were given an examination designed to measure the acquisition of factual knowledge and inquiry skills.

The mean gain scores between pre and posttests showed the mean gain score for the experimental class significantly higher (at the .01 level) than the mean gain score for the control class. No statistical difference was found between the groups in the amount of factual knowledge learned, but a statistical difference between the groups at the .05 level was found in acquisition of inquiry skills. 142 pp.

Order no. 71-10,945

185. Manning, David Lawrence, Ed. D.
Boston University School of Education, 1972

[sec]

INQUIRY IN THE SOCIAL STUDIES: A STUDY OF THE
RELATIONSHIP BETWEEN SELECTED PERSONAL CHARACTERISTICS
OF SECONDARY-SCHOOL SOCIAL STUDIES TEACHERS AND
THEIR REACTIONS TO THE INQUIRY STRATEGY EMBODIED IN
THE CARNEGIE/HOLT SOCIAL STUDIES CURRICULUM

Curriculum Development
Inquiry Training
New Social Studies Materials
Teacher Characteristics

The purpose was to study the relationship between personal characteristics of secondary school social studies teachers and their reactions to the Carnegie/Holt Social Studies Curriculum.

Teachers were classified into four groups: (1) those having inservice training in the Carnegie/Holt Curriculum and using the curriculum in their classroom instruction; (2) those having inservice training in the Carnegie/Holt Curriculum but not utilizing the curriculum; (3) teachers not having inservice training in the Carnegie/Holt Curriculum but utilizing the curriculum; and (4) teachers participating in a program at Carnegie-Mellon University to prepare teachers in the use of curriculum materials.

Personal characteristics of teachers rather than inservice training appeared to be a crucial factor in teachers' decision to utilize the Carnegie/Holt Social Studies Curriculum. Composite mean scores on five instruments showed a significant difference between teachers who chose to use the Carnegie/Holt materials and those who did not utilize the materials.

When compared with teachers not using the Carnegie/Holt materials, teachers who used the curriculum appeared to be superior in critical thinking ability, less dogmatic, more flexible, more democratic in their instructional preferences, and more progressive in their attitude toward the new social studies.

In addition, less experienced teachers having social studies majors were more inclined to utilize Carnegie/Holt Curriculum than highly experienced teachers with academic majors in areas other than social studies. 267 pp.

Order no. 72-25,451

186. McKenzie, Gary Ross, Ph. D.
University of California, Berkeley, 1969

[sec]

SOME EFFECTS OF FREQUENT QUIZZES ON INFERENTIAL
THINKING

American History
 Junior High Schools
 Study Habits
 Testing
 Thought Processes

The study compares the effects of quizzes requiring subjects to recall stated facts with quizzes requiring subjects to draw inferences.

Eight eight-grade U. S. history classes were included in the study. Within each classroom students were randomly assigned to an inference quiz treatment and a factual quiz treatment; 109 subjects took factual quizzes while 104 took inference tests.

Each week the experimenter distributed the treatment quizzes. These were returned to the subjects for a brief inspection after correction.

Subjects were told to prepare for a final test over the last five chapters studied. Subjects took tests on factual knowledge, inference-relevant knowledge, and inference transfer.

No statistically significant differences were found between groups in knowledge of random facts of U. S. history or in knowledge of interest-group related facts. The scores of subjects who had taken inference quizzes were significantly higher on items involving new inferences in U. S. history.

Improvement in inferential thinking seemed to result from subject-matter specific learning rather than easily generalizable skills.
 168 pp.

Order no. 70-13,109

187. McKeown, Robin James, Ph. D.
 University of California, Berkeley, 1970

[sec]

AFFECTIVE RESPONSES TO SYNTHESIS AND NON-SYNTHESIS SOCIAL STUDIES TASKS

Inquiry Training
 Questioning Techniques
 Taxonomy
 World History

The major purpose of the study was to compare the impact of inquiry- and expository-oriented social studies programs on the formation and change of student attitudes about information presented in such programs.

Eight classes of approximately 15 randomly assigned tenth graders were the sample. During 27 class periods the inquiry group was required to read a 320-page Asian studies program and write answers to related synthesis level questions. During the same 27 class periods the expository group was required to read the identical program and write answers to related nonsynthesis questions. The attitude mean gains of the inquiry and expository groups were compared.

The results indicated that inquiry-oriented social studies programs, as defined in the study, may affect attitude formation and change attitudes significantly more than expository-oriented social studies programs.

In addition, the level of intelligence and the degree of program enjoyment may not significantly influence attitudes about the information presented in an inquiry-oriented social studies program. However, the quality of inquiry program task performance may affect attitude formation and change.

The results of the investigation indicate that inquiry-oriented social studies programs which stress divergent, evaluative, problem solving, synthesis style questions may not be enjoyed by high school students as much as expository social studies programs which stress convergent, nonevaluative, recall and recognition, retrieval style questions. 178 pp.

Order no. 71-9866

188. Simon, Frank, Ph. D.
Stanford University, 1971

[sec]

AN EVALUATION IN THE AFFECTIVE DOMAIN OF A HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Affective Behavior
Evaluation
Inquiry Training
Political Socialization
Values

The purpose was to evaluate a new inquiry course introduced in Alberta. The investigator devised an evaluation instrument consisting of four preference areas: (1) world government; (2) social obligation on a world scale; (3) social-scientific process; and (4) involvement in sociopolitical decision-making activity.

Used as a pre and posttest, the instrument was administered to approximately 460 twelfth graders. The total student sample, randomly drawn, was divided into experimental and control groups.

The hypothesis that the course would have an appreciable effect on students' values was not supported. 121 pp.

Order no. 72-11,663

189. Whitehill, Jr., William Edwin, Ed. D. [sec]
Washington State University, 1971

EVALUATION OF THINKING IN A SEVENTH GRADE SOCIAL STUDIES CLASS

Evaluation
Inquiry Training
Junior High Schools
Thought Processes

The major objectives of this study were (1) to determine whether students in a seventh-grade social studies class improved their higher level thinking abilities after exposure to an innovative social studies curriculum; and (2) to ascertain whether evaluation procedures employed in this study are practical for teacher use.

Twenty-nine students and one teacher in a single classroom constituted the sample. The class was a heterogeneous seventh grade. The curriculum guide used was *Teaching the Age of Homespun*. Audiotape recordings were made of five classroom sessions during the nine-week period of study.

Analysis indicated that students improved significantly in drawing inferences from the data at the .05 level of significance. Study of anecdotal records indicated the evaluation design employed in the study was excessively time-consuming for the teacher. 104 pp.

Order no. 71-18,594

190. Feely, Jr., Theodore Melvin, Ph. D. [gen]
Stanford University, 1972

THE CONCEPT OF "INQUIRY" IN THE SOCIAL STUDIES

Concept Formation
Inquiry Training
Problem Solving
Social Sciences

This conceptual study investigated the meaning of "inquiry" as it is used in social studies literature. Four aspects of inquiry were analyzed: inquiry as student investigation, the meaning of "process of inquiry," the outcomes of inquiry, and inquiry teaching.

It was found that the concept of inquiry does exhibit multiple meanings and that these meanings imply a variety of sometimes conflicting educational practices. 212 pp.

Order no. 72-16,715

191. Kaufman, Betsy Baer, Ph. D.
New York University, 1972

[gen]

A CONTEMPORARY REVIEW OF THE INQUIRY METHOD OF TEACHING AND LEARNING: A STUDY OF CURRENT DEFINITIONS AND RATIONALES OF THE INQUIRY METHOD OF TEACHING AND LEARNING--1960-1970

Affective Objectives
Cognitive Objectives
Inquiry Training
Taxonomy

The study attempted (1) to identify, analyze, and compare the constituents of the inquiry method delineated by major writers on the subject between 1960 and 1970; and (2) to determine characteristics of the "inquiry method" on which those authors agree and points on which they substantially disagree.

Fifty-two authors were identified. In selecting the authors, the researcher compiled questionnaire responses of New York University's School of Education faculty, and they evaluated the frequency of each author's citation in the literature.

Results showed there is an agreed upon "inquiry method" in learning, but "inquiry methods" of teaching vary substantially, depending on the priority given "affective" or "cognitive" objectives. Authors who stress "affective" objectives generally believe (1) the student must generate the problems to be solved while the teacher serves primarily as a resource person; (2) problems in the "affective" domain are valid for classroom inquiry; and (3) the emotional tone of the classroom is critical to the conduct of inquiry.

Authors who stress "cognitive" objectives generally believe (1) the teacher should propose the problems to be solved and structure the conduct of the inquiries; (2) problems for classroom inquiry should be limited to the "cognitive" domain; and (3) the emotional tone of the classroom, while worth considering, is not critical to the conduct of inquiry. 165 pp.

Order no. 72-20,640

192. Murphy, Frank, Ph. D.
Purdue University, 1972

[gen]

AN ANALYSIS OF THE REFLECTIVE INQUIRY MOVEMENT IN
TEACHING SOCIAL STUDIES

Citizenship
History
Inquiry Training
Philosophy
Social Sciences
Values

The purpose was to further clarify and define the reflective inquiry position considered to be founded on John Dewey's philosophy. The author examines Dewey's reflective process and the application of the reflective process in the classroom. The contemporary viewpoint of Dr. Shirley H. Engle was also examined to assess the tendency for movement toward the reflective inquiry position. 152 pp.

Order no. 73-6077

193. Northup, Terry Elmer, Ph. D.
Purdue University, 1971

[gen]

STRUCTURE-DISCOVERY AND REFLECTIVE INQUIRY: AN
EXPLORATION OF TWO POSITIONS IN SOCIAL STUDIES

Curriculum Development
Discovery Learning
General Education
Inquiry Training

The study sought to determine whether it is justifiable to assert that there are two positions, discovery and inquiry, in the "new social studies."

The writings of 33 individuals involved in education were analyzed and classified in relation to several categories.

The results showed that advocates of inquiry and discovery do not all agree on basic curriculum issues. However, on any specific issue more than 75 percent of the individuals could be classified as supporting one of two positions. Therefore, the assertion that there are two positions on inquiry is justifiable. The assumption that the terms "inquiry" and "discovery" necessarily refer to the same procedures is in error. 173 pp.

Order no. 72-1926

Time and Space Concepts

194. DeFigio, Nicholas F., Ed. D.
University of Pittsburgh, 1970

[elem]

TIME CONCEPT DEVELOPMENT THROUGH READING IN THE
SOCIAL STUDIES

Concept Formation
Reading
Time Perspective

The purposes were (1) to assess second, third, and fourth graders' knowledge of social studies time concepts; (2) to determine which time concepts the children could learn through reading; and (3) to investigate whether differences in time concept learning were related either to mental age or to residence in inner city, suburban, or small town communities.

Eighteen classes were involved in the project, six at each of the three grade levels. Nine classes were randomly assigned to the experimental group, and nine to the control group.

Fifteen selected readings about time were prepared; the experimental classes used one reading per day for fifteen consecutive school days with reading time limited to 30 minutes. All students took the California Short-Form Test of Mental Maturity and a time concept pre and posttest.

The single most important aspect of the child's ability to grasp and increase his knowledge of time concepts is mental age. 192 pp.

Order no. 70-22,745

195. Kallmyer, Carl Bertram, Ph. D.
University of Maryland, 1971

[elem]

AN INVESTIGATION OF THE EFFECT OF A PROGRAM OF
INSTRUCTION ON THE RATE OF DEVELOPMENT OF THE
CONCEPT OF TIME IN FIFTH-GRADE BOYS

Concept Formation
Teaching Methods
Time
Time Perspective

The purpose of this study was to investigate the effect of an instruction program in time and time measurement on the rate of development of the time concept in fifth-grade boys.

Five tests were devised to measure the development level of the following subordinate time concepts: (1) anachronism, (2) the order of events by dates, (3) sequence, (4) temporal order of cause and effect, and (5) duration. Forty-four subjects were randomly assigned to an experimental and a control group. All the boys were reading on the fifth-grade level or above and had average intelligence test scores.

The experimental group was exposed to a series of ten audiotaped lessons on time and time measurement spaced over a three-week period. The control group received ten audiotaped lessons on oceanography during the same period. Both groups were given the five time-concept tests and a test of oceanography following treatment.

The data for four of the five criterion tests did not support the research hypothesis that male fifth graders who receive specific instruction in time measurement will develop a higher level of time concept than those not receiving such instruction.

The investigation produced little or no evidence that it is possible to accelerate children's rate of developing a time concept through direct instruction in time and time measurement. 269 pp.

Order no. 72-12,728

195. Kuse, Loretta Sylvia, Ph. D.
The University of Iowa, 1972

[elem]

THE EFFECTIVENESS OF SYSTEMATIC INSTRUCTION AND
FIVE METHODS OF USING TIME LINES ON FIFTH-GRADE
UNDERSTANDING OF TIME AND CHRONOLOGY

Academic Achievement
Age
Time Perspective

The main purposes were to determine the effectiveness of systematic instruction in concepts of time and chronology and to evaluate five methods of using a time line.

Subjects in a control group received no instruction. All subjects in the experimental group received the same instruction during eleven lessons. Then the experimental group was subdivided into five groups, and an eleven-foot time line was used in five different ways to determine which method was most effective.

It was found that fifth-grade students showed significant growth in their understanding of aspects of time and chronology following a period of systematic instruction. The time line method did not significantly affect their understanding of time and chronology. Age had a significant effect on understanding. 192 pp.

Order no. 73-649

197. Massey, Donald Lee, Ph. D.
University of Kansas, 1971

[elem]

A STUDY OF CHILDREN'S SPATIAL AND TEMPORAL CONCEPTS

Concept Teaching
Space Orientation
Time
Time Perspective

One purpose of the study was to develop instruments which would ascertain children's concepts of space and time. A second purpose was to use the instruments in gathering data on how children's space and time concepts develop.

A stratified random sample of 192 children ages five through ten was selected. Four Piaget-like instruments were developed and used with the subjects.

The results showed that the development of temporal concepts is primarily linear in nature as children mature. Spatial concepts are also primarily linear in nature. 211 pp.

Order no. 71-27.178

198. Stoltman, Joseph Paul, Ed. D.
University of Georgia, 1971

[elem]

CHILDREN'S CONCEPTIONS OF TERRITORY: A STUDY OF
PIAGET'S SPATIAL STAGES

Cognitive Development
Race
Sex Differences
Socioeconomic Influences
Space Orientation

The present study tests the appropriateness of Piaget's theory of spatial stages for a sample of American children.

An evaluation instrument incorporating Piagetian tasks was designed and pilot tested by the researcher. The instrument was administered to a sample of 204 north Georgia children stratified by grade (1-6), sex, race, and urban-rural residence.

The children in the sample did not conform to the Piagetian stages. In general, the decentration of the American sample was slower than that theorized by Piaget.

The mean scores on the evaluation showed a significant difference between black and white subjects. Data analysis suggests this difference is probably attributed to the socioeconomic variable rather than an effect of race.

Age of the child and socioeconomic status of parents were significantly related to the children's conception of territory. 99 pp.

Order no. 72-11,047

199. Stone, Deborah Elizabeth, Ed. D. [elem]
Boston University School of Education, 1971

GROWTH IN THE UNDERSTANDING OF TIME CONCEPTS

Concept Formation
Concept Teaching
Time
Time Perspective

The study's purposes were (1) to determine the extent of children's growth in the understanding of time concepts; and (2) to determine the nature of those factors which may influence such growth.

A sample of over 1,300 children in the fourth, fifth, and sixth grades were used. Three instruments (two devised by the researcher) were given to children in 55 classrooms of ten elementary schools.

The conclusions of the study are that growth in the understanding of time concepts is very strongly influenced by maturation and school experience. In addition, teacher intervention at the intermediate level during this most rapid natural growth period is essential. 201 pp.

Order no. 71-26,742

Programed Instruction

200. Delmonaco, Thomas Michael, Ed. D. [elem]
Boston University School of Education, 1969

INDIVIDUAL VERSUS TEAM LEARNING IN PROGRAMMED
INSTRUCTION IN GRADE FIVE

Individual Instruction
Programed Materials

Teamwork

The purposes were (1) to determine which study approach, individual or team, produced greater learning among fifth graders using constructed-response linear programing and study-guide programing; and (2) to determine whether constructed-response linear programing or study-guide programing produced greater learning when an individual study approach and a team study approach were compared.

Two sets of constructed-response linear programed instruction materials, *Westward Expansion of Our Nation* and *Grouping Animals*, were used. The study-guide programs were constructed using the same concepts and factual knowledge, but they required a greater variety of intellectual tasks. Eight fifth-grade classrooms were drawn from a small industrial city.

When the individual study approach was compared to the team study approach, it was found that team students, using study-guide programing, were superior in immediate factual knowledge retention, organizational thinking, and elaborative thinking. Comparing the constructed-response linear programing with the study-guide programing, it was found that when all the pupils utilized the team study approach, the study-guide programing was superior to the linear programing in all criterion measures. Other conclusions are also given. 558 pp.

Order no. 70-12,164

201. Fanning, Robert John, Ph. D.
St. John's University, 1969

[elem]

A STUDY OF THE EFFICIENCY OF PROGRAMED INSTRUCTION UNDER TWO CONDITIONS OF USE

Academic Performance
Attitudes
Maps
Map Skills
Programed Instruction
Teachers

~~One purpose was to determine and compare the efficiency of two methods for using a programed textbook. In one method the program was accompanied by an experimental teacher's manual specifying teacher interaction with the program; the other method used only the program.~~

Two sets of 18 randomly selected fifth-grade classes studied the topic of latitude/longitude for 30-minute periods three days a week.

The use of programed material accompanied by the teacher's manual appeared to result in a significantly superior level of achievement. The marked relationship found between pupils' standardized reading scores and their modified gain scores in both experimental and control

groups offered some evidence that good readers perform well with programed material while poor readers perform poorly. Teachers who relied completely on the program to teach a topic became less favorably disposed toward programed instruction. 168 pp.

Order no. 70-22,252

202. Noonan, James LeRoy, Ed. D.
The University of North Dakota, 1968

[elem]

A STUDY OF THREE METHODS OF TEACHING A UNIT ON
LATITUDE AND CLIMATE TO SIXTH GRADE STUDENTS

Academic Achievement
Climatic Factors
Geography
Map Skills
Teaching Methods

A basic problem was to determine whether a unit of sixth-grade social studies, Latitudes and Climates, could be learned more effectively (1) through the use of programed materials without the assistance of the teacher; (2) through use of programed materials with teacher assistance; or (3) through use of conventional methods of instruction without programed materials.

A commercial program was used in this study. Nine classrooms of sixth graders (192 students) were randomly assigned to three treatment groups. Both pretests and posttests were administered.

There were no significant differences in the effectiveness of the three instruction methods as measured by the total score on the final examination. Programed instruction did not prove more efficient in the amount of time needed to complete a unit than conventional instruction. 77 pp.

Order no. 69-8561

203. Porreca, Anthony Gabriel, Ed. D.
Boston University of Education, 1971

[sec]

A COMPARISON OF THE EFFECTIVENESS OF AN OVERHEAD
PROJECTOR PRESENTATION AND A PROGRAMMED TEXTBOOK
PRESENTATION IN ECONOMIC EDUCATION

Audiovisual Instruction
Concept Development
Economic Education
Overhead Projectors
Programed Instruction

The purpose was to investigate the effectiveness of introducing economic concepts through an overhead projector presentation and a programed textbook presentation.

The sample included 257 tenth graders. Economic concepts were presented to one student group using a linear programed textbook. Four classroom teachers presented identical economic concepts to a second student group using overhead projector transparencies constructed by the researcher. Achievement was measured by two tests.

Posttest achievement and retention of free enterprise system economic principles were greater for programed textbook instructed students than for overhead projector instructed students. Transparency instruction resulted in higher student retention of basic economic concept understanding than programed textbook instruction.

The researcher recommended that programed instruction be used with students having average or above reading skills, while the overhead projector presentation be used with low reading ability students to improve their basic economic understanding. 485 pp.

Order no. 71-26,731

Textbooks

204. Arrington, James Donald, Ed. D.
Indiana University, 1972

[elem]

ANALYSIS OF ECOLOGICAL CONTENT IN ELEMENTARY SOCIAL
STUDIES TEXTBOOKS ADOPTED BY THE STATE OF INDIANA
FOR GRADES THREE THROUGH SIX

Concept Formation
Ecology
Textbooks

The purpose was to identify the ecological content of Indiana state-adopted social studies textbooks, grades three through six. The researcher specifically examined the extent to which relationships between organisms and their environment are identified and explained in the textbooks.

A model, submitted to a jury of experts, was used as criteria in examining 30 textbooks.

The sample of social studies textbooks revealed relatively limited amounts of ecological information and little attempt to provide

ecological information on a continuous basis in grades three through six. Analysis indicated that social studies textbooks published since 1968 give more emphasis to ecological information than those published before that date. 124 pp.

Order no. 73-6949

205. Banks, James Albert, Ph. D.
Michigan State University, 1969

[elem]

A CONTENT ANALYSIS OF ELEMENTARY AMERICAN HISTORY
TEXTBOOKS: THE TREATMENT OF THE NEGRO AND RACE
RELATIONS

American History
Negro History
Race Relations
Textbooks

The purpose was to analyze the content of a selected sample of elementary American history textbooks in terms of major themes used to discuss Negro and race relations.

Thirty-six American history textbooks were examined for grades four through eight. The reliability of the thematic analysis was established at .64.

More information about the long history of violence between blacks and whites and about racial prejudice should be included in textbooks according to the investigator. It was also concluded that more attention should be given to the deprivations experienced by the masses of black people in this country. 167 pp.

Order no. 69-20,817

206. Barnes, Buckley Richard, Ed. D.
University of Georgia, 1972

[elem]

THE EFFECTS OF THE POSITION OF ORGANIZERS TO FACILITATE
LEARNING OF STRUCTURED ANTHROPOLOGY MATERIALS IN THE
SIXTH GRADE

Anthropology
New Social Studies Materials
Projects
Verbal Learning

The purpose was to compare the facilitative effects of pre and postorganizers on the learning of structured anthropology materials at the sixth-grade level. Two versions of a student textbook,

Cultural Change in Mexico and the United States, were written as part of the Anthropology Curriculum Project at the University of Georgia. One contained organizers at the beginning of the text and immediately before each chapter and subchapter, while the other contained organizers immediately after each chapter and subchapter and at the end of the text. The learning passages were identical in both texts.

Six classes served as the experimental group and six as the control group. There were no significant differences between the adjusted means of the two treatment groups; thus the study did not support the research hypothesis that either pre or postorganizers facilitate learning of structured anthropology materials at the sixth-grade level. 300 pp.

Order no. 73-5644

207. Berlin, William Oliver, Ph. D.
Indiana State University, 1972

[elem]

AN ANALYSIS OF SELECTED ELEMENTARY SCHOOL TEXTBOOKS
TO DETERMINE THE EXTENT OF INCLUSION OF THE
ANTHROPOLOGICAL CONCEPT OF CULTURAL RELATIVITY

Anthropology
Culture
Stereotypes
Textbooks

The purpose was to determine the extent to which the anthropological concept of cultural relativity was included in selected fifth-grade social studies textbooks.

Seven social studies textbooks were subject to thematic content analysis. Reliability was established by having a jury of three persons analyze a randomly selected sample of material from each textbook. A reliability coefficient, corrected for chance, was computed as .72.

It was concluded that the concept of cultural relativism was minimally included in the textbooks analyzed. The quantity of ethnocentrism, although ranging from two to ten times greater than cultural relative materials, was minimal. The heavy emphasis given to history, economic and physical geography, and political science compared to the light emphasis given other social science disciplines, makes adequate inclusion and presentation of cultural relativism difficult at best. 97 pp.

Order no. 72-31,930

208. Boyvey, Mary Rose O'Neill, Ph. D.
The University of Texas at Austin, 1969

[elem]

THE RELATIONSHIP OF DETAIL IN VISUAL ILLUSTRATIONS
TO EFFECTIVE LEARNING: AN EXPERIMENT IN ELEMENTARY
SCHOOL SOCIAL STUDIES

Abstraction Levels
Illustrations
Oral Communication

The purpose of this study was to investigate the relationship of detail in visual illustrations to effective learning at the elementary school level.

The subjects, 154 fifth and sixth graders, were divided into three treatment groups and one control group. The three experimental groups were given the same information, but the controlled difference was the increased amount of detail appearing in the respective slidesets. All subjects were pretested.

In general, increased detail in the visual illustrations favored the learning achievement of the subjects. Increased abstractness in illustrations used with oral instruction resulted in decreased learning achievement. 140 pp.

Order no. 70-10,757

209. Causey, Jr., Clarence Richard, Ed. D.
Auburn University, 1971

[elem]

A COMPARATIVE STUDY OF THE READING DIFFICULTY OF
SELECTED SOCIAL STUDIES TEXTBOOKS AND THE MCGUFFEY
ECLECTIC READERS

Reading Difficulty
Reading Research
Textbooks

The major purposes were (1) to determine if textbooks used today are more exact with respect to readability than those used over a century ago; and (2) to test the correlation of the modern Fry Readability Formula with the more established Flesch, Dale-Chall, and Lorge formulas.

The investigator chose the McGuffey Eclectic Readers (grades four, five, and six) and the most commonly used fourth-, fifth-, and sixth-grade social studies textbooks in Alabama schools.

Findings indicated that textbooks used today are more exact with respect to readability than those used over a century ago. There

was also a high correlation between the Fry formula and the three other readability formulas. 153 pp.

Order no. 72-670

210. Israel, Jewel May Baldock, Ed. D.
University of Southern Mississippi, 1970

[elem]

A STUDY OF THE EXTENT TO WHICH SELECTED SOCIAL SCIENCE
CONCEPTS ARE INCLUDED IN INTERMEDIATE GRADE SOCIAL
STUDIES TEXTBOOKS

Anthropology
Concept Formation
Economic Education
Geographic Concepts
History
Political Science
Sociology
Textbook Content

Fused social studies textbooks for grades four, five, and six currently used in Mississippi public schools were analyzed to determine the extent to which selected social science concepts were included. John Jarolimek's list, organizing ideas from the disciplines, was the basis of the check list used in the analysis.

It was found that the extent of concept inclusion varied greatly. All the geography concepts were included; two sociology concepts were entirely absent and four others received a total of five pages or less in the series. With the exception of geography, the development of concepts from the disciplines was judged to be inadequate.

In percent of total pages devoted to concepts, geography received the most attention followed by history, anthropology, economics, political science, and sociology in that order. Concepts from political science and sociology received little attention as compared with geography and history.

It was also found that content varied more from grade level to grade level than from publisher to publisher. 71 pp.

Order no. 71-13,574

211. Jensen, John Henry, Ph. D.
University of Oregon, 1969

[elem]

AN INVESTIGATION OF FOURTH AND SIXTH GRADE PUPILS'
UNDERSTANDING OF QUANTITATIVE CONCEPTS FROM
SELECTED SOCIAL STUDIES TEXTBOOKS

Academic Performance
 Arithmetic
 Concept Formation
 Reading
 Textbooks

The study sought to investigate the nature of quantitative concepts encountered in current social studies textbooks at the fourth- and sixth-grade level.

A content analysis instrument was constructed. A textbook series considered representative of current trends in social studies was analyzed.

Analysis indicated a high incidence of indefinite references to quantities at both levels. Generally, quantitative concepts had been previously introduced in arithmetic texts.

The investigator constructed a test of quantitative concept understanding, consisting of items from the fourth-grade social studies textbook. It was administered to 201 fourth and 216 sixth graders who were studying the arithmetic and social studies textbooks utilized in the content analysis.

Fourth-grade children had serious difficulty understanding quantitative concepts. Significant differences existed between the performance of fourth- and sixth-grade students. 175 pp.

Order no. 70-9443

212. Julianda, Lazara Valiente, Ph. D.
 The University of Iowa, 1969

[elem]

AN ANALYSIS OF SELECTED FORMS OF GRAPHIC PRESENTATION
 AND THEIR UTILIZATION IN ELEMENTARY SOCIAL STUDIES
 TEXTBOOKS

Charts
 Graphs
 Textbooks

The purposes were (1) to determine the types and sequences of graph presentations in elementary social studies textbooks; and (2) to compare the types of graphs presented in elementary social studies textbooks with those in elementary mathematics textbooks.

Thirty-two unified elementary social studies textbooks and 47 elementary mathematics textbooks were examined for types of graphs presented in grades three through six.

On the whole, there was an increase in the number of graphs used

from grade to grade. The number of charts and diagrams presented in the unified social studies textbooks increased in the fourth and fifth grades but decreased in the sixth grade.

Elementary social studies textbooks do not introduce some types of graphs as early as elementary mathematics textbooks. Most graphs in the social studies textbooks for the intermediate grades are teacher directed.

No distinctive trend could be discerned in the utilization of charts and diagrams in the social studies textbooks. 163 pp.

Order no. 69-21,701

213. Sandoval, Alberto, Ph. D.
The University of New Mexico, 1972

[elem]

TREATMENT OF CONTEMPORARY MEXICAN AMERICANS IN
SELECTED FIFTH GRADE SOCIAL STUDIES TEXTBOOKS

Mexican Americans
Minority Groups
Textbooks

The purpose was to content analyze 30 fifth-grade social studies textbooks to determine their treatment of contemporary Mexican Americans.

The Marcus and Kane list of categories were used as criteria and were identically applied to each pertinent portion of the text. The books were divided into two periods, 1962 to 1967 and 1968 to 1971.

The study indicated that of the 30 books examined, only 11 had any material pertinent to the treatment of Mexican Americans. Of the books' 10,208 total pages, only 21 pages contained content related to the Mexican Americans.

It was concluded that with minimal exceptions, the textbooks reviewed in this study did not include Mexican Americans as a significant group in American society. 83 pp.

Order no. 73-1555

214. Strayer, Faye Adel, Ph. D.
The University of Iowa, 1971

[elem]

A MODEL FOR THE ASSESSMENT OF SOCIAL SCIENCE EMPHASIS
IN INTERMEDIATE GRADE SOCIAL STUDIES TEXTBOOKS

Evaluation
Social Sciences
Textbooks

The purpose of the study was to develop a reliable instrument for assessing the following factors in intermediate grade social studies textbooks: (1) the quantity of information which is about, or drawn from, each of the various social science subjects and selected divisions or parts of these subjects; (2) the quantity of three defined time factors of such information; and (3) the quantities of the direction factors defined as neutral, accord, and discord.

The instrument was composed of two basic parts: (1) a series of category sheets defining the characteristics of social studies prose being quantified; and (2) the procedures for selecting the sample and recording decisions made about each part of the sample.

Seven coders tested the reliability of the instrument. The instrument was then applied to 15 percent of the space units in each of three intermediate grade social studies textbooks. Reliability was high except in the identification of parts or divisions of social science subjects. A summary of the factors quantified in the social studies textbooks is given. 120 pp.

Order no. 72-17,608

215. Allen, Donald Ian, Ed. D.
University of California, Berkeley, 1969

[sec]

EFFECTS ON THE LEARNING AND RETENTION OF WRITTEN
SOCIAL STUDIES MATERIAL OF THE USE OF ADVANCE
ORGANIZERS WITH MEMORY LEVEL OR HIGHER ORDER QUESTIONS

Junior High Schools
Low Achievers
Planning
Projects
Retention

The purpose of the study was to determine the effect of using advance organizers with memory level or higher order questions on students' learning and retention of social studies materials.

Students in twelve classes were randomly assigned to four treatment groups: Group 1--Advance Organizer Introductions and Memory Level Questions; Group 2--Advance Organizer Introductions and Higher Order Questions; Group 3--Nonadvance Organizer Introductions and Memory Level Questions; and Group 4--Nonadvance Organizer Introductions and Higher Order Questions.

Subjects were 212 ninth graders in two junior high schools. The learning materials were draft versions of four single lessons from the Asian Studies Curriculum Project. These units were developed for slow learners.

On four consecutive school days students read the treatment materials, and on the fifth day they completed a test on the content. An alternative form of this test was administered three weeks later to measure retention.

The effects of advance organizers was not apparent on the first test. On the second test the organizers enhanced the effects of treatment questions for average and below average students and resulted in general rather than question-specific learning for above average students. Review questions resulted in question-specific learning on the first test, but this effect disappeared on the second test except for the average and below average students who received advance organizers.

Higher order questions did not result in as much learning of specific factual information as memory level questions. 173 pp.

Order no. 70-6036

216. Baringer, Richard Lawrence, Ph. D.
George Peabody College for Teachers, 1969

[sec]

INQUIRY DIFFERENCES IN SELECTED CURRENT SENIOR
HIGH SCHOOL UNITED STATES HISTORY TEXTBOOKS
AND AN INSTRUMENT FOR THEIR COMPARATIVE EVALUATION

American History
Inquiry Training
Textbooks

The purpose was to develop an instrument for comparing the inquiry aspects of senior high American history textbooks.

The evaluation instrument groups parts of textbooks by their inquiry-related functions: source materials, externals, expository text, and questions.

Each textbook's desirable and probable variations are discussed, and an evaluation profile is presented.

The instrument's feasibility and reliability were tested by having four evaluations performed by persons who are, or might be, involved in textbook selection. 218 pp.

Order no. 70-7620

217. Bechtel, Donald Leon, Ed. D.
University of South Dakota, 1968

[sec]

AN ANALYSIS OF SELECTED CIVIC ATTITUDES IN HIGH
SCHOOL AMERICAN HISTORY, GEOGRAPHY, AND CIVICS
TEXTBOOKS, 1885-1914

American History
Civics
Foreign Relations
Geography
Stereotypes
Textbooks

The purpose was to analyze selected American history, geography, and civics textbooks written by American authors for grades seven through twelve between 1885 and 1914 to determine the prevalence of civic attitudes in the statements of the authors.

A total of 72 American history texts, 29 geography texts, 17 government texts, and 37 civics texts were selected.

It was found that Americanism was fostered to a greater extent in American history textbooks and civics textbooks than in world geography textbooks. Northern European nations and people received more favorable comment than did southern European, Latin American, and oriental nations and people. In addition, limiting the immigration of peoples from southern Europe and the Orient was considered desirable by the textbook authors. 277 pp.

Order no. 69-3112

218. Brufke, Edward F., Ph. D.
Northwestern University, 1972

[sec]

CRITICAL ANALYSIS OF MULTIDISCIPLINARY TERMS IN
REPRESENTATIVE HIGH SCHOOL UNITED STATES HISTORY
TEXTBOOKS

American History
Social Sciences
Textbooks

The purpose was to examine the impact, if any, of the Bruner model which prompted the Ratcliffe study of American history high school textbooks. The author was interested in measuring the degree to which textbooks developed, both quantitatively and qualitatively, the representative terms or concepts recommended by recognized authorities in various social science disciplines.

Using a list of multidisciplinary terms, the investigator examined six textbooks.

The study concluded that expanded efforts to incorporate more of the related social sciences into the study of history are needed. 135 pp.

Order no. 72-32,392

219. Chacko, Cherukattu Abraham, Ed. D. [sec]
Indiana University, 1970

AN EVALUATION OF THE TREATMENT OF INDIA IN SELECTED
AMERICAN SECONDARY SCHOOL WORLD HISTORY TEXTBOOKS

Developing Nations
Evaluation
History
Textbooks

This study was made to appraise the treatment of India in the seven most widely used American secondary school world history textbooks, and to identify, with the assistance of social science experts, what changes in the textbooks are needed.

A jury of 20 American social science experts and 20 Indian experts were asked to rate items on a questionnaire and to give recommendations on the proportion of space and emphases that India should be given in the American world history textbooks.

It was concluded that India is far more extensively treated in current American secondary school world history textbooks than in earlier textbooks. American textbook authors placed the most emphasis on pre-British India and the least on independent India. The contribution of India to Southeast Asia was not developed at any appreciable length. The Indians tend to deemphasize areas of controversy and problems while the Americans focus on these areas. 162 pp.

Order no. 70-11,716

220. Durham, Jr., Kenneth Reuben, Ph. D. [sec]
North Texas State University, 1971

A SURVEY OF ALL AMERICAN HISTORY TEXTBOOKS ADOPTED
FOR THE PUBLIC HIGH SCHOOLS OF TEXAS FROM 1919 TO 1970

American History
Textbook Bias
Textbook Content
Textbook Evaluation

The purpose was to analyze the contextual changes that occurred in American history textbooks adopted for use in Texas public high

schools from 1919 to 1970. The following five areas were examined: verbal aids, graphic aids, subject content, three areas of historiography, and prefaces. Forty-two textbooks were included in the sample.

A significant trend was the increased frequency of primary documents. While graphic aids decreased, the use of color increased in recent textbooks. Political, military, and diplomatic history had a combined average of 45 percent in all books. There was also a decreasing emphasis on rote memory in teaching history. 233 pp.

Order no. 72-4073

221. Ellenwood, Stephan Edward, Ph. D.
Northwestern University, 1970

[sec]

A QUANTITATIVE AND QUALITATIVE ANALYSIS OF DEPICTIONS
OF VIOLENCE IN TEXTBOOKS

American History
Skill Analysis
Textbook Content
Violence

This study explored quantitatively and qualitatively the depictions of violence in secondary school American history textbooks. Four traditional popular textbooks and one "new social studies" textbook were the sample.

The findings were that from a strictly quantitative perspective the major acts of violence are depicted adequately, but the more numerous minor acts of violence are depicted inadequately. Qualitatively, usually violence is shown simply to have occurred with little insight into its origins or ramifications. 84 pp.

Order no. 71-10,108

222. Janz, Margaret Louise, Ph. D.
The Florida State University, 1969

[sec]

AN INVESTIGATION OF THE READING LEVELS OF SECONDARY
SCHOOL STUDENTS AND THE READABILITY LEVELS OF
SELECTED TEXTBOOKS

Costs
Reading
Textbooks

The purpose was to determine the relationship between the reading ability of secondary students and the reading difficulty of their assigned English, social studies, and science textbooks.

The subjects were 590 eighth-, ninth-, and tenth-grade students in five high schools of a predominantly rural southern Georgia county. The readability levels of the 40 assigned textbooks in English, social studies, and science were determined and compared with the students' reading test scores.

The majority of the textbooks used in English, social studies, and science were too difficult for the students who used them. The range of textbook reading levels was not in accord with the range of student reading abilities in this population. 81 pp.

Order no. 70-8563

223. McMillan, Richard Cupp, Ed. D.
Duke University, 1970

[sec]

RELIGIOUS CONTENT IN SELECTED SOCIAL STUDIES TEXTBOOKS

Religion
Textbooks
Values

The purposes were (1) to investigate the nature and extent of the references to religion in current social studies textbooks; and (2) to examine what value these references might be in helping the student understand religion and its influence upon the development of civilization.

The study was limited to textbooks most commonly taught at the senior high school level in public schools.

References to religion in textbooks were heavily informative, designed to present factual content. The references were found to be of little substantial value in understanding either religion or its relationship to the development of civilization. 349 pp.

Order no. 70-21,996

224. Sublett, Jr., Collier Matlock, Ph. D.
The University of Texas at Austin, 1972

[sec]

TWENTIETH-CENTURY TREATMENTS OF THE CITY IN ELEVENTH-GRADE AMERICAN HISTORIES, 1900-1970

American History
City Problems
Textbooks
Urban Areas
Urban Culture

The purpose was to analyze the treatment of the city in 154 eleventh-grade American history textbooks published between 1900 and 1970 and contained in the libraries of The University of Texas at Austin. To qualify for discussion in the study, each text had to contain at least ten pages on the city plus discussion of at least three of eight urban topics suggested by Philip Hauser and Charles Glaab in *The Study of Urbanization* (1965).

The writer concluded that the treatment of the city in eleventh-grade American histories was both scant and myopic and left the high school student with little knowledge concerning the urban world in which he lives. 367 pp.

Order no. 73-526

225. Tamashiro, Masamitsu, Ed. D.
New York University, 1972

[sec]

AN ANALYSIS OF THE TREATMENT OF SELECTED ASPECTS
OF UNITED STATES-JAPAN RELATIONS FROM 1905 TO
1960 AS FOUND IN HIGH SCHOOL HISTORY TEXTBOOKS OF
BOTH NATIONS

American History
Foreign Policy
Foreign Relations
Textbook Bias

The purposes were (1) to analyze the treatment of selected aspects of U.S.-Japan relations from 1905 to 1960 as discussed in American history texts used in U.S. high schools and in Japanese history texts used in Japanese high schools; and (2) to compare the treatment of these aspects in the texts of the two nations. Texts were compared in terms of space devoted to selected topics, omissions, and feeling tone (use of language).

The eight most widely used American history textbooks and eight of the most widely used Japanese history textbooks were identified by juries.

Japanese texts gave far heavier emphasis to selected U.S.-Japan relations. Both countries' textbooks were guilty of nationalistic bias in terms of omissions and of feeling tone. In the texts of both countries nationalistic bias was found most often in the discussion of topics before the Pacific war. It was concluded that bias by omission and bias by use of language are present in history textbooks of the United States and Japan. 312 pp.

Order no. 72-26,643

226. Tarter, Jr., Martin Alexander, Ed. D.
University of Virginia, 1969

[sec]

AN ANALYSIS OF UNITED STATES HISTORY TEXTBOOKS AS
INSTRUMENTS FOR DEVELOPING BASIC ECONOMIC UNDERSTANDING

American History
Economic Education
Textbooks

The purpose was to determine the extent to which typical senior high school United States history texts contain content useful in teaching basic economic principles and institutions. The content of eight books was analyzed and tabulated.

With few exceptions, the textbooks had many passages useful for teaching all facets of basic economic institutions and principles. Certain texts consistently tended to provide a comparatively strong content base for teaching basic economics, while certain other texts were comparatively weak. Though economic content existed in most texts, there were content areas important to an economic education program that were weak or nonexistent. 155 pp.

Order no. 70-4835

227. Wong, Sheh, Ph. D.
Northwestern University, 1971

[sec]

CHINA IN HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS

Chinese
Textbooks
World Geography
World History

The purposes of this study were (1) to identify the representative ideas about China based on the writings of scholars and educators; and (2) to use those representative ideas to examine the treatment of China in high school social studies textbooks.

Six world geography and six world history textbooks were analyzed.

It was concluded that the representative ideas which the scholars and educators held to be important to understanding China were not being treated adequately. 131 pp.

Order no. 71-30,989

228. Duggal, Pratkash Vati, Ph. D.
The University of Michigan, 1969

[gen]

THE TREATMENT OF INDIA IN SELECTED AMERICAN SOCIAL
STUDIES TEXTBOOKS, 1953-68

Developing Nations
Elementary Grades
International Education
Secondary Grades
Textbooks

The purposes were to analyze the treatment of India in selected American social studies textbooks and to discover changes and trends in terms of comprehensiveness, accuracy, and balance in textbooks published from 1953 to 1968.

Seventy-two social studies textbooks were analyzed. These books included elementary school social studies, junior and senior high school world geography, and high school world history.

It was found that the approach in world history has become anthropological and cultural. The approach has become interdisciplinary in that histories include geography and geographies include history. India ranks second in terms of space devoted to Asian countries. The average number of pages and the average percentage of space devoted to India has increased in both world histories and world geographies. Most of the latest textbooks treat all relevant areas. Factual inaccuracies have decreased, but some still exist. 304 pp.

Order no. 70-14,504

229. Fox, Thomas Earl, Ph. D.
Stanford University, 1972

[gen]

THE TREATMENT OF SOCIAL CONFLICT IN SOCIAL STUDIES
TEXTBOOKS FOR GRADES THREE, FIVE AND NINE

Conflict
Elementary Grades
Secondary Grades
Social Problems
Textbooks

In this study social studies textbooks for grades three, five, and nine were analyzed for these purposes: (1) to describe and evaluate the textbooks' verbal messages relating to four areas of social interaction which evidence stress or defects in contemporary American society; and (2) to describe and evaluate the ways in which social conflict associated with these areas are presented to the young reader.

Fifty-eight textbooks officially adopted for 1971-1972 by eight

states across the nation were analyzed. With few exceptions, the social studies textbooks analyzed did not discuss race and ethnic relations, economics, politics, or ecology as problematic areas of social interaction. The total percentage of paragraphs devoted to all four areas amounted to 21 percent of the content for grade three texts, 9 percent for grade five texts, and 48 percent for grade nine texts.

When the areas are discussed, it is rarely in terms of social conflict. The data indicated that most authors either avoid expressing an opinion about the social conflict in their texts, or discuss it in unfavorable terms.

It was concluded that many social studies textbooks consistently present an unrealistic view of American society which stresses harmony and consensus and minimizes references to social problems and defects. 143 pp.

Order no. 73-4495

230. Lee, Marjorie, Ph. D.
University of Oregon, 1972

[gen]

CULTURAL PLURALISM AND AMERICAN TEXTBOOKS: A STUDY
OF THE CHINESE IMMIGRANTS IN OREGON

Chinese Americans
Cultural Pluralism
Curriculum Guides
Stereotypes
Textbooks

In this study textbooks, curriculum guides, teacher preparation textbooks, and studies about the Chinese were analyzed to determine (1) whether stereotypes, inadequate information and distortions about the Chinese in Oregon still remain; and (2) to locate the information about the Chinese in Oregon which is available through historical research.

The summary of results gives only the historical research. The employment characteristics of the Chinese in Oregon today still reflect the inequities imposed upon them in previous years. 73 pp.

Order no. 73-7922

231. Thompson, Loren J., Ph. D.
The Ohio State University, 1970

[gen]

THE USEFULNESS OF THE SCHWAB MODEL TO IDENTIFY A
STRUCTURE OF KNOWLEDGE IN SELECTED AMERICAN HISTORY
TEXTBOOKS

American History
Models
Textbooks

The study had two purposes: (1) to investigate selected American history textbooks using the Schwab model; and (2) to investigate the same textbooks for a structure of knowledge, using the Schwab model as modified by the investigator.

The investigation was restricted to three textbooks. The results indicated that the three textbooks did not reveal a structure of knowledge either as defined by the Schwab model or by the modified Schwab model. It appears that textbook writers are interested in presenting the narrative story of America, not in revealing the nature of historical knowledge. 386 pp.

Order no. 71-18,097

232. Wadleigh, Jr., Clarence Benjamin, Ed. D.
Stanford University, 1969

[gen]

QUESTIONS IN AMERICAN HISTORY TEXTBOOKS AS CONTRIBUTORS
TO DEVELOPMENT OF THINKING SKILLS

American History
Questioning Techniques
Taxonomy
Textbooks

The purpose was to analyze the skills elicited by questions directed to students in currently available American history texts. The six categories of Bloom's Taxonomy of Educational Objectives: Cognitive Domain were used in a rating guide. Satisfactory reliability levels were achieved for the rating guide.

Forty textbooks commercially available in 1968 were included in the study. Eighteen texts were used for the 1956 sample.

A systematic random sample of 30 questions from three dispersed chapters in each text was selected for analysis.

Currently available American history texts do not provide a range of thinking skills as defined in The Taxonomy. There is little evidence to suggest that text authors and publishers have altered their thinking or practice regarding questions in texts. 84 pp.

Order no. 70-1641

Audiovisual (including games)

233. Landis, William Dean, Ed. D. [elem]
The University of Nebraska, 1971

AN EVALUATIVE STUDY OF A SERIES OF ELEMENTARY SOCIAL
STUDIES TEACHING UNITS IN ATTAINING THEIR COGNITIVE
OBJECTIVES

Cognitive Objectives
Evaluation
Law Instruction
Problem Solving
Televised Instruction
Unit Plan

The purpose was to determine the extent to which cognitive objectives were attained by students instructed with a series of problem-solving units on law and order developed by the Nebraska Council for Educational Television, Incorporated. The sample consisted of students in grades one through six from selected classrooms.

The control groups were instructed from the teacher guides for the problem-solving units; the experimental groups were instructed from the same guides but had supplemental instruction from a series of telelessons.

Experimental and control groups were tested to measure attainment gains in individual cognitive objectives. Where the gains were statistically compared only two of the possible 30 comparisons showed differences significant at the .05 level; both differences favored the experimental groups. Experimental and control groups showed no significant difference at the .05 level in composite gains on all five cognitive objectives. 189 pp.

Order no. 72-15,626

234. Laycock, Clifford Wayne, Ed. D. [elem]
Oklahoma State University, 1970

THE EFFECTS OF TAPE RECORDED TEXTBOOK PASSAGES UPON
SOCIAL STUDIES ACHIEVEMENT OF SELECTED ELEMENTARY
SCHOOL INTERMEDIATE PUPILS

Academic Achievement
Reading
Tape Recordings
Textbooks

This study compared the comprehension of pupils who listened to magnetic tape-recorded social studies units with the comprehension of students who silently read the same material.

An experimental and a control group were formed in each fourth-, fifth-, and sixth-grade classroom at three elementary schools in Washington state. More than 30 subjects at each grade level were selected because their reading comprehension scores were low in relation to their scores on a Lorge-Thorndike Intelligence Test of Mental Ability (nonverbal). An identical number of subjects served as a control group.

No statistically significant differences were found between the group who read their social studies assignments and the group who listened to the prerecorded tapes. Oral listening comprehension resulted in similar cognitive performance at each level of the cognitive domain as classified by Bloom and Krathwohl. 61 pp.

Order no. 71-11,202

235. Pierfy, David Arthur, Ed. D.
University of Georgia, 1972

[elem]

THE EFFECTS OF A SIMULATION GAME ON THE LEARNING OF
GEOGRAPHIC INFORMATION AT THE FIFTH-GRADE LEVEL

Attitudes
Geography
Programed Instruction
Simulations/Games
Sex Differences

The purpose was to evaluate the effect of a simulation game, Sailing Around the World, on fifth graders' learning of geographic information.

A posttest-only control group design was used. Subjects were assigned to treatment groups using a stratified random assignment procedure.

On two consecutive days during the regular social studies class, one group was taught with the investigator-constructed simulation game while the other group was taught with an investigator-constructed programed text.

On the third day an investigator-constructed instrument was administered to measure the criterion variables: total cognition of geographic information; knowledge of fact; knowledge of strategies or principles; skills; attitudes toward treatment; and analogies between the game and real situations. Two weeks after treatment, the instrument was readministered to measure delayed retention.

The simulation game and the programed text were not significantly different in teaching geographic information as measured one day after treatment. Two weeks later the same measuring instrument showed students taught by the simulation game retained significantly more geographic information, especially facts and principles, than students taught by the programed text. Game players were able to recognize analogies between the game and real situations.

Reading ability accounted for a significantly large portion of the variation in cognitive criterion variable scores. Both the game and the programed text were most effective with high reading ability students, especially boys. The game was more effective than the programed text in every reading ability group comparison except the high reading girls' group. Students taught by the game reacted more favorably toward treatment than students taught by the programed text. 166 pp.

Order no. 73-5762

236. Riggsby, Dutchie Sellers, Ed. D.
Auburn University, 1972

[elem]

FILM PRODUCTION AS AN ACTIVITY IN SIXTH GRADE
SOCIAL STUDIES: A STUDY OF COGNITIVE RETENTION

Films
Retention
Textbooks

The purpose was to study the cognitive retention of sixth-grade students who engaged in four types of supplemental activities during a four-week study on Mexico. Specifically, the effects of a film production activity were compared with the effects of (1) activities which were designed and assigned by the teacher; (2) activities which were designed by the teacher but selected by the students from a list prepared by the teacher; and (3) activities drawn exclusively from suggestions in the teacher's textbook guide.

The textbook's Unit II test was administered as a pre and posttest. Data also was obtained from a student preference inventory and a student rating scale on which the teacher rated students' work habits and cooperation.

There were no significant differences in the area investigated.
117 pp.

Order no. 72-23,629

237. Cook, Frederick Burton, Ph. D.
Yale University, 1949

[sec]

THE VALUE OF CLASSROOM FILMS IN MOTIVATING THE
STUDY OF UNITED STATES HISTORY

American History
Films
Junior High Schools
Motivation
Teaching Methods

The purpose of the investigation was to compare the motivational value of using classroom moving pictures in addition to teacher motivation with using only teacher oral motivation.

The experiment involved six control and six experimental classes totaling 298 pupils. It was conducted in eighth-grade United States History classes in 1941.

All teaching procedures except the films were similar for the control and experimental groups.

The results indicated that most experimental students were not stimulated to know more about the subject portrayed in the film. Most experimental students proposed to do no outside activities.

It was concluded that the currently available classroom films, when used in addition to teacher motivation, do not motivate pupils to greater educational activity. 236 pp.

Order no. 69-16,873

238. Dobbins, Allen Leslie, Ed. D.
Harvard University, 1969

[sec]

THE DEVELOPMENT OF TRAINING FILMS FOR HARVARD SOCIAL
STUDIES PROJECT: A CASE STUDY IN CURRICULUM
IMPLEMENTATION

Critical Thinking
Curriculum Development
Discussion
Films
Inquiry Training
New Social Studies Materials
Projects
Teachers

The study reports on a project designed to prepare teachers to use the Public Issues Series: Harvard Social Studies Project. Three films for teachers were produced.

It was found that the films did little to help teachers understand

the objectives of the Public Issues Series. However, the films were somewhat more effective in generating fruitful discussions regarding the use of analogies in social studies instruction. Similarly, they were useful in getting teachers to explore the role of the teacher in conducting productive discussion. A distressingly large amount of time was spent in discussing low level, trivial, and routine questions. 174 pp.

Order no. 70-5726

239. Fischer, Robert A., Ph. D.
The University of Connecticut, 1972

[sec]

THE EFFECTIVENESS OF FOUR MODES OF INSTRUCTION IN A
HIGH SCHOOL SOCIAL SCIENCE UNIT EMPLOYING REMOTE
ACCESS VIDEO AND AUDIO SOURCES

Films

Instructional Materials

Instructional Media

The problem was to determine which of four instruction modes used with a series of film programs produced the greatest achievement gains among high school students.

Sixty-four twelfth-grade students taking Problems of Democracy were involved in the experiment. Each subject was randomly assigned to one of four experimental groups. While viewing the National Educational Television Population Problem series of films, each student actively responded by filling out guidesheets prepared by the investigator. The unit consisted of 15 half-hour film segments viewed at the rate of one per day.

The four modes of instruction were: Mode A--carrel, without a teacher available for consultation; Mode B--carrel, with a teacher available for consultation; Mode C--classroom, without a teacher available for consultation; and Mode D--classroom, with a teacher available for consultation.

An achievement test based on the content of the films and learning objectives was developed by the investigator. The same test was used as both pre and posttest.

Students in all four experimental modes made highly significant gains (.001) in achievement as determined by the test of correlated means. A statistical analysis of the data failed to show a significant difference resulting from experimental variables. 224 pp.

Order no. 72-32,140

240. Hetzner, Donald Raymond, Ed. D.
State University of New York at Buffalo, 1972

[sec]

LIFE DECISIONS: A COMPUTER BASED SIMULATION GAME FOR
SOCIAL STUDIES CLASSROOMS

Computers
Junior High Schools
Motivation
Simulations/Games

The purpose was to develop a computer based simulation game, LIFE DECISIONS. The sample consisted of two groups, each with ten students aged ten to 17. Following every session, each student was asked questions such as how many facts and concepts he had learned from the simulation and how he rated LIFE DECISIONS as an instructional and motivational experience.

The game was found to function well as an independent experience (Group I) or as the end point in a learning sequence (Group II). As an independent experience, it promoted interest in the material and generated a measure of goal-directed behavior. Used as the final experience in a sequence, LIFE DECISIONS provided an opportunity for students to apply previously learned principles to a simulated social situation. 188 pp.

Order no. 72-23,522

241. Johnson, Stephen Carl, Ed. D.
Indiana University, 1971

[sec]

SOCIAL STUDIES EDUCATORS' PREFERENCES FOR FILM
SELECTION INFORMATION

Films
Media Selection
Sociology
Supervisors
Teachers

The purpose was to determine what information about availability and utilization social studies educators feel is essential to their selection of films for use in secondary sociology instruction.

A total of 108 secondary social studies teachers and supervisors from throughout the United States ranked their preferences for various types of film selection information.

The educational film information preferred by social studies educators includes the following components: bibliographic identification data; a list of topics covered; a one-paragraph description of content; an appraisal including grade level, teaching purposes, strengths and weaknesses, and an overall rating of

excellence; a listing of related materials and activities including textbook coorelations, supplementary readings, and related activities.

The apparent difference between the film information currently provided educators and the information they feel essential for effective instruction is a difference great enough to constitute a handicap to social studies educators in improving instruction. 363 pp.

Order no. 72-1554

242. Lombard, Emmanuel Sphardi, Ph. D.
University of Southern California, 1969

[sec]

MULTI-CHANNEL, MULTI-IMAGE TEACHING OF SYNTHESIS
SKILLS IN ELEVENTH GRADE UNITED STATES HISTORY

American History
Multimedia Instruction
Sex Differences
Taxonomy

The purposes were (1) to determine whether a single-screen tape-slide presentation or a three-screen tape-slide presentation provides more effective learning; and (2) to determine whether historical synthesis presentations and tests can be developed to teach and test synthesis skills.

Eleventh-grade students were randomly assigned to three groups: 31 students saw no presentation, 24 students saw a one-screen presentation, and 31 students saw a three-screen presentation. All students were tested.

The synthesis scores indicated that the experimental treatment worked to the disadvantage of the treatment groups. The girls in the three-screen group achieved significantly higher scores on the synthesis test than the control group, but the single-screen girls did not. The boys showed no differences in synthesis scores as a consequence of either the single- or the three-screen presentation. 130 pp.

Order no. 70-356

243. Peri, Joseph, Ed. D.
University of California, Los Angeles, 1968

[sec]

THE EFFECTS OF FILM REPETITION, PROGRAMMED DISCUSSION AND
AUDIENCE-SET ON THE CHANGING OF VERBALLY PROFESSED ATTITUDES
TOWARD DUE PROCESS OF LAW

Attitudes
Films
Junior High Schools
Law Instruction

The purposes were (1) to determine the effects of a selected film, "The Constitution and Fair Procedures," on the attitudes toward due process of law held by junior high school students of two different socioeconomic backgrounds; and (2) to evaluate the influence of motion pictures designed to change attitudes.

A total of 237 A8 graders in two Los Angeles junior high schools participated in this study.

The following treatments were randomly assigned to five groups of students in each school: (1) Treatment One--single showing of a film; (2) Treatment Two--film repetition; (3) Treatment Three--audience set (a programed booklet of adjunct instruction preceding the showing of the film); (4) Treatment Four--program discussion (a programed booklet of adjunct instruction following the showing of the film); (5) Treatment Five--control group. The two measuring instruments used were a semantic differential test and an attitudinal inventory.

There were no significant differences between the pre and post-test results on the semantic differential instrument. However, on the attitudinal inventory there were significant differences between the schools (socioeconomic background) and a school x treatment interaction. 141 pp.

Order no. 69-1120

244. Sayre, Larry Allen, Ed. D.
West Virginia University, 1972

[sec]

STUDENT ABILITY TO ADJUST TO SIMULATION AND
CONCEPTUALIZATION IN SOCIAL STUDIES AS AFFECTED BY
SELECTED PERSONALITY TRAITS

Concept Formation
Individual Characteristics
Simulations/Games

The purpose was to investigate the relationship between selected personality traits of a student and his/her ability to recognize concepts after playing a simulation game, Dangerous Parallel.

The subjects were 294 students in eleventh-grade American history classes. The game was played in eight consecutive daily class periods of fifty minutes each. Data were collected with the Warner Scale, Edwards Personal Preference Schedule, and a pre and post-test instrument designed by the investigator.

It was concluded that Dangerous Parallel may or may not be of value in helping students improve their ability to recognize the concepts of nationalism, sovereignty, conflict, interdependence, and

alliance. The student will probably recognize or not recognize these concepts regardless of treatment. However, students who score low in deference and/or high in change and/or low in intraception probably will improve in their ability to recognize the concept of decision making by playing this simulation game. 170 pp.

Order no. 72-26,853

245. Schwartz, Stanley, Ph. D.
Syracuse University, 1970

[sec]

FILM MUSIC AND ATTITUDE CHANGE: A STUDY TO DETERMINE
THE EFFECT ON MANIPULATING A MUSICAL SOUNDTRACK UPON
CHANGES IN ATTITUDES TOWARD MILITARISM-PACIFISM HELD
BY TENTH GRADE SOCIAL STUDIES STUDENTS

Attitudes
Films
Music

The purpose of the study was to determine the effect of three types of background music, combined with film, upon the attitudes toward militarism and pacifism held by high school sophomores. A total of 159 high school sophomores from suburban areas of Syracuse were randomly assigned to various groups.

The two forms of the Droba Scale of Militarism and Pacifism were used.

The results were as follows: (1) students exposed to a nonverbal, visual communication with an anti war theme did not change their attitudes toward militarism and pacifism; (2) students exposed to an anti war, nonverbal visual communication accompanied by a supportive, nonverbal, musical soundtrack became significantly more pacifistic; (3) students exposed to an anti war, nonverbal communication accompanied by a glorifying, nonverbal musical soundtrack became significantly more pacifistic; and (4) students viewing an anti war, nonverbal, visual communication accompanied by a contradictory nonverbal, visual soundtrack did not change in attitude toward militarism and pacifism. 80 pp.

Order no. 71-10,977

246. Cordtz, William Austin, Ph. D.
United States International University, 1969

[higher ed]

A SIMULATION METHODOLOGY OF INSTRUCTION IN A COLLEGE
COURSE OF AMERICAN STUDIES

History
Simulations/Games

The purpose was to formulate and test a college level innovative instructional method in which a simulation game became the framework for an entire course of study.

Students were divided into experimental and comparison groups. Four measurements of students were made. The results were not given. 176 pp.

Order no. 70-3751

247. Croft, Jerry Don, Ed. D.
The University of Tulsa, 1971

[higher ed]

THE DEVELOPMENT AND EVALUATION OF A GEOGRAPHICAL
SIMULATION GAME INVOLVING THE ARKANSAS RIVER PROJECT

Attitudes
Critical Thinking
Geography
Spatial Relationship
Simulations/Games

The investigator developed a geographical simulation game, Rinnsal, using spatial decision making as its model. The study evaluated the game as an educational device to improve critical thinking and learning attitudes.

Over 200 students taking an introductory geography course at Oklahoma State University were pretested, played Rinnsal, and were posttested.

The findings indicated a significant difference at the .05 level between the pretest and posttest means for both critical thinking and learning attitudes. 115 pp.

Order no. 72-2125

248. Flynn, Peter Francis, Ph. D.
Michigan State University, 1971

[higher ed]

THE EMPATHIC AFFECT OF A SOCIODRAMATIC GAME ON
PROSPECTIVE INNER CITY TEACHERS

Affective Behavior
Beginning Teachers
Disadvantaged Schools
Simulations/Games
Sociodrama
Student Teachers

The purpose of the study was to assess the effectiveness of an original sociodrama game, the Washington Heights Simulation Game (WHSG). WHSG was designed to develop in prospective inner city teachers a feeling of powerlessness and frustration which would be similar to the feeling of inner city minority group members.

Nine experimental groups were administered a treatment. Data was gathered by the Flynn Attitude Inventory (FAI).

The results showed that the WHSG was particularly effective in eliciting attitudes from prospective inner city teachers which were similar to those expressed by inner city residents. 122 pp.

Order no. 71-31,199

249. Sims, Joe Venton, Ed. D. [higher ed]
The University of Oklahoma, 1968

A COMPARATIVE ANALYSIS OF ATTITUDES OF STUDENTS
TAUGHT INTRODUCTORY COLLEGE GEOGRAPHY BY CLOSED-
CIRCUIT TELEVISION AND THE CLASSROOM-DISCUSSION
METHOD

Closed Circuit Television
Discussion (Teaching Technique)
Geography

The purpose was to determine attitudinal differences between students taught introductory college geography by closed circuit television and students taught by classroom discussion. The CCTV group consisted of 81 students while the classroom discussion group had 44 members.

A semantic differential instrument designed by the investigator yielded data. The results showed no significant differences in attitudes between the CCTV and the classroom discussion groups. 113 pp.

Order no. 69-6006

Evaluation and Testing

250. Baum, Russell Alton, Ed. D. [sec]
University of California, Los Angeles, 1968

A SURVEY OF PUPIL PERCEPTIONS CONCERNING SELECTED ASPECTS
OF EVALUATION IN JUNIOR HIGH SCHOOL SOCIAL STUDIES

Attitudes
 Evaluation
 High Achievers
 Junior High Schools
 Low Achievers

The purpose was to explore the differences in opinions concerning selected aspects of social studies evaluation expressed by ninth graders in three achievement groups (low achievers, average achievers, and high achievers).

A questionnaire of 30 items was administered to 500 ninth graders. Previous social studies grades were used to classify pupils into achievement groups.

Among the three achievement groups, open-response evaluation was most preferred by high achievers and least preferred by low achievers; conversely, closed-response evaluative methods were most preferred by low achievers and least preferred by high achievers. No statistically significant difference was found among the three groups in their opinions concerning rigid or flexible teacher behavior in evaluation. Pupils in all three achievement groups preferred flexible over rigid teacher behavior in evaluation. 158 pp.

Order no. 69-11,874

251. Bennett, John Emerson, Ed. D.
 The University of Florida, 1969

[sec]

ACCREDITATION STATUS OF FLORIDA SENIOR HIGH SCHOOLS
 AND PUPIL PERFORMANCE ON SENIOR PLACEMENT TESTS,
 1967-68

Academic Performance
 Accreditation
 Evaluation

The purpose was to determine if there were differences in the achievement of seniors from schools with different accreditation statuses as rated by the Southern Association of Colleges and Schools. The statuses were "clear," "advised," "warned," "probation," and "dropped."

Using standardized test scores, it was found that mean achievement scores, after aptitude adjustments, correlated almost perfectly with accreditation status. Thus, the highest social studies scores were achieved by students from schools with the status "clear;" the lowest scores were made by students from schools with the status "dropped." Students performed below aptitude expectations in all but English. 64 pp.

Order no. 70-20,735

252. Pike, John Michaels, Ed. D.
Oregon State University, 1972

[sec]

A COMPARISON OF THE EFFECTS BETWEEN LETTER-GRADES AND
PASS-FAIL GRADES ON THE ATTITUDES AND ACHIEVEMENT
ON ELEVENTH GRADE UNITED STATES HISTORY STUDENTS

American History
Evaluation
Grading
Pass Fail Grading

The study was to determine whether eleventh graders graded on a pass fail basis in United States history showed any difference in academic achievement from students graded by the traditional ABCDF letter grade method.

The sample consisted of eleventh-grade students in six required United States history classes. The experimental groups had 102 students while the control groups had 105. The Crary American History Test and the Survey of Study Habits and Attitudes were administered pre and post.

As tested at the .05 level of significance, subjects exposed to the pass fail system showed no difference in academic achievement, study habits, study attitudes, or study orientation than those treated by the traditional ABCDF letter grade marking system. 75 pp.

Order no. 72-18,866

253. Poetker, Joel Smith, Ph. D.
The Ohio State University, 1971

[gen]

THE CURRICULAR APPROPRIATENESS OF THE SOCIAL STUDIES
TEST ITEMS INCLUDED IN COLLEGE ADMISSION EXAMINATIONS

College Entrance Examination
Curriculum Development
Evaluation
Taxonomy
Test Validity

The purpose of the study was to determine if the social studies test items in college admissions examinations are appropriate to the kinds of secondary social studies curricula being recommended by social studies educators. Many reviewers contend that the tests stress the acquisition of knowledge.

Six admission tests were examined, and test items were categorized according to Bloom's taxonomy.

It was found that 82 percent of the test items measured recall or recognition of knowledge; 18 percent measured reading comprehension, the lowest category of skills in Bloom's taxonomy. No test item attempted to measure students' abilities in four skill categories of the taxonomy.

The conclusions were that admission examinations emphasize low level conceptual learnings and that the examinations are inappropriate to the kinds of secondary social studies curricula being recommended by social studies educators. 212 pp.

Order no. 72-4613

254. Van Scotter, Richard Dale, Ph. D.
University of Colorado, 1971

[gen]

THE DEVELOPMENT AND ANALYSIS OF AN INQUIRY TEST
FOR THE SOCIAL STUDIES

Critical Thinking
Divergent Thinking
Evaluation
Inquiry Training
Testing

The purposes were to clearly define the meaning of inquiry and to design an inquiry test.

A model of inquiry was constructed around four factors: critical thinking, intuitive thinking, creative thinking, and open-minded thinking.

The instrument was administered to 109 high school students. Factor analysis of the test yielded six factors: an inductive and synthesizing factor; a divergent or creative factor; a non-conformity factor; a convergent, concept attainment factor; and a deductive and analytic factor. The sixth factor, open-mindedness, was not clearly identified in the instrument but was concluded to be inseparable from the other factors.

A second factor analysis was performed to detect if any more comprehensive factors existed. This analysis revealed that the inductive and deductive factors merged into a higher order critical thinking factor and the divergent and convergent factors merged into a higher order intuitive thinking factor. A third higher order factor compatible with nonconformity also emerged. 238 pp.

Order no. 72-3716

Slow Learners

255. Hunt, Jr., John Wuest, Ed. D.
University of Southern California, 1970

[sec]

CHANGES IN SELECTED ATTITUDES AND VERBAL SKILLS
OF LOW-ACHIEVING HIGH SCHOOL STUDENTS IN AN
EXPERIMENTAL TEAM-PLANNED, NON-GRADED ENGLISH AND
SOCIAL STUDIES PROGRAM

Attitudes
Listening
Low Achievers
Sex Differences
Team Teaching
Verbal Communication

The study sought to determine (1) the extent to which an experimental program in English and social studies affected the attitudes of low-achieving students toward themselves, toward school, and toward verbally-oriented tasks; and (2) the extent to which the program affected students' writing, reading, and listening skills.

The experimental program was conducted with low-achieving students in one high school while a second high school in the same district was used as a control. Pre and posttesting was performed in all low-ability ninth-, tenth-, and eleventh-grade English classes.

It was concluded that high school boys are more susceptible to attitude changes than are girls. The eleventh-grade boys in the experimental group made significantly greater gains than did eleventh-grade boys in the control group. Furthermore, it was concluded that it is possible to bring about attitude changes toward elements in the high school situation of older teenage students. 250 pp.

Order no. 70-23,160

256. Judd, Barbara W. D. A.
Carnegie-Mellon University, 1972

[sec]

INCOME DISTRIBUTION, WORK IN THE CITY, AND CITY
PEOPLE IN CONFLICT: THREE CURRICULUM UNITS FOR
SLOW LEARNERS

Curriculum Development
Slow Learners
Urban Areas

The curriculum materials developed in this dissertation are three

chapters of a course on the American city written by staff members and graduate students in history at Carnegie-Mellon University. The course is intended for ninth-grade students with learning disabilities; it focuses on the people and problems of contemporary urban America.

The three units are entitled Income Distribution, Work in the City, and City People in Conflict. 335 pp.

Order no. 72-29,858

257. Wise, Helen Elizabeth Dickerson, Ed. D.
The Pennsylvania State University, 1968

[sec]

THE DEVELOPMENT OF THE INSTRUCTIONAL MATERIALS FOR
A COURSE OF STUDY IN PENNSYLVANIA HISTORY AND
GOVERNMENT SUITABLE FOR SLOW LEARNERS IN THE NINTH
GRADE AS MEASURED BY SUCCESS IN ACHIEVING BASIC
SKILLS AND UNDERSTANDINGS

Academic Performance
American Government (Course)
History
Low Achievers

The purpose was to develop special materials in Pennsylvania history and government suitable for slow learners in the ninth grade.

Unit objectives, specific understandings, and skills and concepts to be achieved were developed, and 20 chapters were written.

Pretests and posttests were obtained for four classes who used the material. Posttest scores significantly favored the experimental group. 142 pp.

Order no. 69-5594

General

258. Ahlbrand, Jr., William Paul, Ed. D.
Washington University, 1968

[elem]

CORRELATES OF PUPIL PARTICIPATION DURING CLASSROOM
QUESTIONING IN SELECTED FOURTH, FIFTH, AND SIXTH
GRADE SOCIAL STUDIES CLASSES

Interaction
Questioning Techniques
Sex Differences

This was an exploratory study of the teacher-pupil communication patterns which occur in intermediate social studies classrooms. The question-answer cycle was examined.

Teacher questions and pupil responses were tape-recorded in nine classrooms (three from each of the intermediate grades) during five continuous days of instruction.

Boys were more active in participation than girls. Only one other variable, pupil perception of teacher consideration, showed a significant relationship with participation. This relationship was in a positive direction.

It was concluded that teachers should be more concerned about unequal opportunity for pupil participation in classroom interaction. 148 pp.

Order no. 69-8979

259. Amick, Beverly Tanis, Ed. D. [elem]
Rutgers University, The State University of New Jersey, 1971

SELECTED SOCIAL STUDIES MATERIALS AND CLASSROOM
VERBAL INTERACTION PATTERNS

Curriculum Development
Curriculum Evaluation
Disadvantaged Youth
Instructional Materials
Verbal Communication

The study explored the effect of curriculum differentiation and instructional adaptation on verbal interaction patterns in the classroom.

The subjects were students from 12 second-grade classes in the public schools of Newark, New Jersey. Classes were randomly assigned to three treatment groups and one control group. All teachers used both types of content material, teaching five half-hour lessons with each material type. All lessons were tape-recorded for all classes.

The results showed that teachers basically teach the same way with materials intentionally related to the experiences of disadvantaged children as with other material. Curriculum differentiation obviously is not the answer to the problems of teaching the disadvantaged. The treatments used in the study produced a slight but

consistent change in the mode of talk in the classroom. 147 pp.

Order no. 72-1077

260. Anderson, Vivian Arlene, Ph. D.
The Ohio State University, 1972

[elem]

A COMPARISON OF THE SOCIODRAMATIC PLAY ABILITY OF
HIGH SOCIOECONOMIC STATUS BLACK KINDERGARTEN
CHILDREN AND HIGH SOCIOECONOMIC STATUS WHITE
KINDERGARTEN CHILDREN

Caucasian Students
Kindergarten Children
Negro Students
Sociodrama
Socioeconomic Status

The purposes were to investigate the sociodramatic play behavior of high socioeconomic status kindergarten children from two different racial groups, Caucasian and Negro, and to identify the uses of verbalization in that play.

Fifty-four black and 54 white kindergarten children were matched on the basis of the educational level of the family's main support. Children were observed at play, and data was recorded on each child's verbal and nonverbal behavior.

Black subjects scored significantly higher on each subscore and on the total play score. There was no significant difference between the sociodramatic play of boys and girls. Subjects with higher intelligence quotients did not play significantly better than children with lower intelligence quotients. Black subjects used more imaginative make-believe verbalization while white subjects used more verbalization to manage the game. 176 pp.

Order no. 73-1926

261. Hannemann, Charles Edward, Ph. D.
Ohio University, 1969

[elem]

THE EFFECTS OF TWO METHODS OF INSTRUCTION UPON THE
ABILITY OF SIXTH GRADE STUDENTS TO MAKE INFERENCES
AND APPLY PRINCIPLES

Critical Thinking
Economics
Inquiry Training

The purpose was to determine whether the inquiry method or the traditional approach of teaching elementary social studies is more effective in developing students' ability to apply principles and to make inferences.

Fifteen sixth-grade teachers were randomly assigned to two groups; the experimental group used inquiry methodology, and the control group used a traditional approach. A series of five inservice sessions was held with each group.

At the conclusion of a four-week experimental period, students in both groups were administered the Social Studies Inference Test and the Application of Principles Test.

It was concluded that no statistically significant differences existed between the abilities of the two groups in applying principles and making inferences. 212 pp.

Order no. 70-24,427

262. Lindemer, George Charles, Ph. D.
Fordham University, 1969

[elem]

CONTRIBUTIONS OF SELECTED COMMUNITY RESOURCES IN
NEW JERSEY TO THE ELEMENTARY SOCIAL STUDIES
CURRICULUM

American History
Field Trips
Museums

This is a descriptive survey of the services offered by 105 New Jersey historical museums and societies to elementary schools for the enrichment of their social studies curriculum. The study also investigates the manner in which these services were utilized by 282 elementary school pupils and teachers. Findings are based on an analysis of questionnaire responses and supplementary materials.

All public institutions and about half of the private historical societies have services for the schools. Printed materials and class visits, including lectures and tours, were most frequently reported by directors. Lack of adequate funds is the most serious problem, especially for private historical societies.

It was concluded that cooperative planning by institution personnel, teachers, and school administrators could improve the educational programs of historical societies and enrich the social studies curriculum in the elementary schools. 167 pp.

Order no. 69-16,229

263. Anderson, Eugene Martin, Ed. D.
University of Illinois, 1968

[sec]

AN EXPLORATORY STUDY OF THE RELATIONSHIP BETWEEN KINDS
OF CONCEPTS AND TEACHING STRATEGIES

Abstraction Levels
Concept Formation
Models
Teaching Methods

This study investigated the relationship between teaching strategies and logical concepts. A model for distinguishing different kinds of concepts was established prior to the study.

The concepts of material culture trait and acculturation were selected for study; ten secondary sociology teachers taught the concepts.

The data showed that class strategies dominated by either alternation patterns or extension patterns were employed more than others for teaching the selected concepts. 151 pp.

Order no. 69-10,626

264. Aschwald, Howard Bernard, Ph. D.
University of Oregon, 1969

[sec]

SOME RELATIONSHIPS BETWEEN TEACHER COGNITIVE
VERBAL BEHAVIOR AND STUDENT COGNITIVE VERBAL RESPONSE
IN SECONDARY SCHOOL SOCIAL STUDIES CLASSES

Cognitive Processes
Interaction Process Analysis
Junior High Schools
Verbal Learning

The purposes of the study were (1) to investigate possible relationships between teacher verbal behaviors and student verbal responses in social studies classes at junior and senior high levels; and (2) to compare the results at each level.

The sample included 96 teachers who had participated in experiments conducted by the Northwest Regional Educational Laboratory. Approximately 20 minutes of classroom teacher-student verbal interaction was recorded. The audiotapes were analyzed using the Flanders System of Interaction Analysis and the Content Interaction Analysis.

The cognitive verbal behaviors of secondary school social studies teachers influence student verbal responses to a significant degree. Teachers who spend less time giving information obtain a greater absolute number of self-initiated student statements at

a higher cognitive level. Teachers who give and seek information at a higher cognitive level receive self-initiated student statements and questions at higher cognitive levels. No significant relationship was found between the cognitive verbal behaviors of junior and senior high school teachers. 99 pp.

Order no. 70-2491

265. Bailey, John Kenneth, Ph. D.
The University of Toledo, 1972

[sec]

COGNITIVE AND AFFECTIVE EFFECTS OF BEHAVIORAL
OBJECTIVES AND CONTINGENCY CONTRACTING IN SECONDARY
CIVICS CLASSES

Academic Achievement
Attitudes
Civics
Conditioned Response
Rewards

The purpose was to investigate the cognitive and affective effects of using conditioned reinforcers as motivational devices with secondary school students. Sixty-one students in a large northwestern Ohio high school were the subjects.

One class of students received no conditioned reinforcers and was taught with a formal lecture-discussion method. Two other groups of students individually pursued behaviorally-based academic exercises. These two groups received tokens for either meeting the behavioral objective or correctly evaluating another student's work.

The data indicated that using conditioned reinforcers did not significantly alter either performance or affective perceptions of students. 382 pp.

Order no. 72-5934

266. Bynum, James Lowell, Ed. D.
Texas Tech University, 1969

[sec]

THE RELATIONSHIP OF TWO TEACHING METHODS AND THE
STUDENT SELF-CONCEPT

Academic Performance
Individualized Programs
Junior High Schools
Lecture
Self Concept
Teaching Methods

The problem was to determine the relationship between two teaching methods and student self concept. The two teaching methods were teacher dominated instruction and individualized learning.

Subjects were students in two eighth-grade social studies classes taught by the same teacher. Pretests and posttests were used.

It was found that neither teaching method was superior in improving self concept or achievement. 80 pp.

Order no. 70-12,299

267. Fox, James Harold, Ed. D.
The George Washington University, 1971

[sec]

A STUDY OF THE RELATIONSHIP BETWEEN PROGRAM-CENTERED
AND TEACHER-CENTERED INSTRUCTION IN THE SOCIAL STUDIES

High Achievers
Learning Processes
Low Achievers
Programed Instruction
Teaching Methods

The purpose was to measure and compare the learning gains made by social studies students in a program-centered approach and those in a teacher-centered approach. Eighty students divided into eight groups served as the sample.

Some groups were pretested while other were not; final posttest scores of both groups were compared to determine whether interference had occurred in the pretesting procedures.

The results showed that low achievers learn as well in a program-centered instructional situation as in a teacher-centered instructional situation.

When low and high achievers were considered together, the programed learning approach proved more effective in producing learning gains than the teacher-centered learning approach. By using more program-centered instruction, teachers have additional time to plan and direct individualized instruction. 104 pp.

Order no. 72-3739

268. Frankville, Dominick D., Ph. D.
United States International University, 1969

[sec]

AN EVALUATION OF TWO METHODS OF TEACHING AMERICAN
HISTORY IN GRADE ELEVEN

American History
Inquiry Training
Teaching Methods

The purpose was to determine if the inquiry method of teaching American history resulted in better student academic performance than the traditional method of teaching American history.

Ten senior high schools participated in the project. Subjects were 249 eleventh-grade students. Eighteen teachers taught experimental groups and three teachers taught control classes.

It first appeared that students taught by the inquiry and traditional methods made the same gains in achievement. However, when students were subdivided into ability groupings, the inquiry method was found more effective with higher ability students while the traditional method was more effective with lower ability students. 177 pp.

Order no. 70-5252

269. Gentry, Darrell Lee, Ed. D.
North Texas State University, 1971

[sec]

COMPARATIVE EFFECTS OF TWO METHODS OF TEACHING
CONCEPTS OF AMERICAN LAW TO HIGH SCHOOL STUDENTS

Academic Achievement
Attitudes
Critical Thinking
Law Instruction
New Social Studies Materials
Teaching Methods

The study compares two approaches to teaching concepts of American law and government at the high school level. Effects of the approaches on student achievement, attitude, and critical thinking performance were evaluated.

Materials used were from the *Justice in Urban America* series, a product of the Law in American Society Foundation. A total of 458 students were in the experimental group and 434 in the control group. The measuring instruments utilized were a standardized achievement test entitled Principles of Democracy Test, the Watson-Glaser Critical Thinking Appraisal, the California Test of Mental Maturity, and a ten-concept semantic differential especially constructed for use in the study.

As measured by the Principles of Democracy Test, the traditional type of instruction resulted in higher achievement scores among high school students.

As measured by the Critical Thinking Appraisal, the experimental instruction resulted in higher critical thinking performance.

When total score on the semantic differential was considered as a measure of attitude, the experimental instruction resulted in a more positive student attitude. 136 pp.

Order no. 72-4078

270. Kohut, Jr., Sylvester, Ph. D.
The Pennsylvania State University, 1971

[sec]

A COMPARISON OF STUDENT ACHIEVEMENT AND RETENTION OF
SUBJECTIVE VERSUS OBJECTIVE EXAMINATIONS IN THE
SOCIAL STUDIES AS INFLUENCED BY DIFFERENT INSTRUCTIONAL
PATTERNS

Academic Achievement
Essay Tests
Instruction
Objective Tests
Retention
Teachers

The purpose was to compare student achievement and retention on subjective versus objective examinations in the social studies as influenced by three different instructional patterns: pupil-centric instruction, teacher-centric instruction, and a control pattern.

The three groups were composed of randomly assigned senior high school students. Pretests, midunit tests, posttests, and retention tests were administered to the three groups. In addition, a student attitude inventory and a student attitude scale were administered pre and post.

Results showed that pupils taught by a pupil-centric instructional pattern scored significantly higher on a subjective social studies examination and on a subjective retention social studies examination than pupils taught by a teacher-centric instructional pattern. Pupils taught by a pupil-centric instructional pattern also expressed a significantly more approving attitude toward the teacher's performance and capability (as measured by the attitude inventory scale) than pupils taught by a teacher-centric instructional pattern. 224 pp.

Order no. 72-13,883

271. Kysilka, Marcella Louise, Ph. D.
The University of Texas at Austin, 1969

[sec]

THE VERBAL TEACHING BEHAVIORS OF MATHEMATICS AND
SOCIAL STUDIES TEACHERS IN EIGHTH AND ELEVENTH GRADES

Junior High Schools
Teachers
Verbal Communication

The study sought to determine if there are significant differences in the verbal teaching behaviors of mathematics and social studies teachers in eighth and eleventh grades.

Twenty-four classroom teachers with at least one year's experience served as subjects. Teachers were not asked to teach any special lessons or use any unique materials. The teachers were observed four times during an eight-week period.

Among the major findings were that mathematics teachers asked more convergent questions than did social studies teachers. Social studies teachers rejected student responses more frequently than did the mathematics teachers. Mathematics teachers talked significantly more than did the social studies teachers. The proportion of pupil initiated statements to teacher statements was significantly greater in social studies classes than in mathematics classes. 93 pp.

Order no. 69-21,843

272. Linhardt, Brother John, F. S. C., Ph. D.
New York University, 1968

[sec]

THE EFFECT OF GROUP DISCUSSION ON PERSONAL AND
SOCIAL ATTITUDES OF HIGH SCHOOL SENIORS

Attitudes
Discussion (Teaching Technique)
Lecture

The study compared two teaching methods, lecture and discussion, in a psychology course to determine their relative effectiveness in modifying personal and social attitudes of high school seniors.

One section received the lecture treatment and another the discussion treatment; a third class served as a control group.

The California Test of Personality, the Minnesota Counseling Inventory, the Index of Adjustment and Values and the Engle Test of Psychology were given at the beginning and end of the semester.

No significant difference in attitudes occurred in the lecture and discussion groups. Approximately the same amount of knowledge was achieved by both the lecture and discussion groups. 204 pp.

Order no. 69-3187

273. Mason, Jack Lee, Ph. D.
Syracuse University, 1969

[sec]

A STUDY OF THE RELATIONSHIPS BETWEEN THE BEHAVIORAL
STYLES OF CLASSROOM TEACHERS AND THE QUALITY OF
TEACHER-STUDENT INTERPERSONAL RELATIONS

Behavior Patterns
Interaction Process Analysis
Student Teacher Relationship
Teachers

The purpose was to investigate the relationships between the behavioral styles of teachers and the quality of teacher-student interpersonal relations.

Twenty-four eleventh- and twelfth-grade social studies classes were selected for study. Students and teachers in these classes were administered Barrett-Lennard's Relationship Inventory to measure the quality of their interpersonal relations. Teacher-student classroom verbal behaviors were classified by the Flanders System of Interaction Analysis.

From the data it can be concluded that there is very little, if any, relationship between the behavioral style of teaching and the quality of teacher-student interpersonal relations.

In conclusion, it appears that none of the independent variables used in this study could be considered useful predictors of the quality of teacher-student interpersonal relations. 118 pp.

Order no. 70-10,365

274. Riegel, Terry K., Ed. D.
New York University, 1969

[sec]

A COMPARATIVE STUDY OF TWO APPROACHES TO THE
TEACHING OF ECONOMICS IN SUBURBAN NEW JERSEY
TWELFTH GRADE ECONOMICS CLASSROOMS

Critical Thinking
Discussion
Economics
Lecture
Simulations/Games
Teaching Methods

It was hypothesized that students completing an instructional unit in economics which included a simulation game series would score higher in cognitive skills than students completing a parallel unit of instruction with a lecture-discussion treatment. It was also assumed that these students would increase in their ability to

do critical thinking.

The sample included eight twelfth-grade classes. Each of four instructors conducted one experimental and one control class.

The two methods of teaching compared in this study appear equally useful for immediate learning by the students. In both groups, there were significant increases in critical thinking and cognitive skills. However, the investigators' expectations for simulation were not supported. 196 pp.

Order no. 70-15,998

275. Rogus, Joseph Francis, Ph. D.
Ohio University, 1968

[sec]

AN EXPERIMENTAL STUDY OF THE EFFECTS OF TWO METHODS
OF INSTRUCTION UPON STUDENT ACHIEVEMENT IN CIVICS

Academic Achievement
Civics
Junior High Schools
Inquiry Training
Teaching Methods

The purpose was to determine the relative effectiveness of a process approach (the interrogative method) and a product approach (the expository method) in teaching civics at the eighth-grade level.

Twenty-six teachers were randomly assigned to utilize either the expository or the interrogative method. Inservice training sessions were provided for teacher participants within each treatment group.

Teachers taught their assigned approaches for ten weeks. After ten weeks all students were administered Form A from the Civics subtest of the Cooperative Social Studies Tests to measure achievement in civics. Five weeks later, the identical test was readministered to all students.

There were no significant differences between the two groups. 364 pp.

Order no. 68-14,899

276. Short, Robert Allen, Ph. D.
University of Washington, 1968

[sec]

THE RELATIONSHIP OF TEACHERS' CLASSROOM BEHAVIOR TO
THE ACHIEVEMENT OF JUNIOR HIGH SCHOOL STUDENTS AND
THE EFFECT OF INTERACTION ANALYSIS FEEDBACK ON TEACHERS'
CLASSROOM BEHAVIOR

Academic Achievement
Interaction-Process Analysis
Junior High Schools
Teachers

The study was designed to observe and change the classroom behavior of teachers. Their behavior was analyzed by means of interaction analysis. These analyses were fed back to teachers, both directly and indirectly, in an attempt to change teachers' classroom behavior. In addition, the relationship between teachers' classroom behavior and student achievement was investigated.

Subjects included all 34 junior high school social studies students in four junior high schools and 34 randomly selected classes of social studies students.

Each teacher was observed 11 times during the school year. After the first four observations, teachers were randomly divided into three feedback groups (direct, indirect, and no feedback).

No statistically significant relationship was found between teachers' verbal behavior in the classroom and the gain in student achievement. Except for one subgroup, there was no statistically significant difference in verbal behavior between teachers who received indirect, direct, and no feedback with respect to their classroom behavior. 264 pp.

Order no. 69-13,624

277. Yost, Dale Eugene, Ed. D.
University of Northern Colorado, 1972

[sec]

THE EFFECT OF TWO INSTRUCTIONAL METHODS ON ACHIEVEMENT,
CRITICAL THINKING, AND STUDY HABITS AND ATTITUDES
IN TENTH GRADE AMERICAN GOVERNMENT CLASSES

Academic Achievement
Attitudes
Critical Thinking
Civics
Instructional Materials
Study Habits
Teaching Methods

The purpose was to compare the effects of two teaching strategies on achievement, use of critical thinking skills, study habits, and attitudes of students in an American government course. One group was taught by a traditional method and another group by an inquiry, problem-solving method.

Data were gathered by administering the American Government subtest of the Cooperative Social Studies Test, the Watson-Glaser

Critical Thinking Appraisal, and the Brown Holtzman Survey of Study Habits and Attitudes. Students in both the experimental and control groups were pretested and posttested.

There were significant differences favoring the inquiry group in terms of achievement, critical thinking skills, and study habits. However, student attitudes toward the teacher, subject matter, and educational setting were not affected by either method. 104 pp.

Order no. 73-322

278. Decker, Harold Dale, Ed. D.
Utah State University, 1973

[higher ed]

REPLICATION: A TEACHING TECHNIQUE AND ITS IMPACT ON
STUDENT OPEN-CLOSEDMINDEDNESS

Dogmatism
Sex Differences
Student Experience

The purpose was to study the effect of the empirical replication technique on student closedmindedness. The replication technique requires the student to repeat, or replicate, studies originally conducted by social scientists.

The 61 control students attended two lectures and a discussion section each week. The 85 experimental students performed empirical replications in addition to receiving normal instruction.

The difference between the posttest dogmatism means was not significant. It was concluded that although the effect of the replication technique was not statistically significant in this study, the replication technique may still hold educational promise and merits further research. 94 pp.

Order no. 73-5601

279. Fitzpatrick, John Charles, Ph. D.
Fordham University, 1969

[higher ed]

THE RELATIONSHIPS BETWEEN THE RELATIVE EFFECTIVENESS
OF TWO TEACHING METHODS AND SELECTED NON-COGNITIVE
VARIABLES OF COLLEGE STUDENTS

Academic Performance
Discussion
Lecture
Teaching Methods

The purpose was to investigate the relative effect of two classroom teaching methods on selected noncognitive characteristics of college students. The traditional lecture method and a small-group discussion method were used in three undergraduate liberal arts courses: English, history, and theology.

Noncognitive traits were measured by the Minnesota Multiphasic Personality Inventory, and the Edwards Personal Preference Schedule.

The sample consisted of 60 male freshmen who had not declared their majors at the time of study. They were divided into two groups with one group given various types of discussion treatments.

The findings supported the general conclusion that there are non-cognitive characteristics of college students which relate differentially under the two methods of instruction studied; differences were indicated in student achievement as measured by grades and in student-expressed satisfaction with courses. 115 pp.

Order no. 70-11,460

280. Motsinger, Hillery Melton, Ed. D.
North Texas State University, 1969

[higher ed]

A COMPARISON OF TWO METHODS OF TEACHING AMERICAN
HISTORY AT THE COLLEGE LEVEL

American History
Attitudes
Discussion
Independent Study
Lecture
Teaching Methods

The purpose was to determine the effectiveness of directed study (small discussion groups, independent reading, and a limited use of special lectures) versus the lecture method in teaching American history at college freshman and sophomore levels.

Both the experimental and control groups studied the same general topics. Students were in two small, independent, church-related liberal arts colleges located in metropolitan areas. Data were gathered by means of pre and posttesting.

The findings indicated no significant difference in achievement of factual knowledge, improvement of study methods, or improvement of attitudes toward the study of American history between students in the directed-study approach and the students in the traditional approach. 154 pp.

Order no. 70-9146

281. Pascal, Charles Elliott, Ph. D.
The University of Michigan, 1969

[higher ed]

OFFERING COURSE OPTIONS: PERSONALITY, OPTION
PREFERENCE, AND COURSE OUTCOMES

Discussion
Evaluation
Independent Study
Individual Differences
Lecture

The goal was to evaluate the instructional technique of offering course options. The study first determined the dimensions (personality variables, academic experience and ability, etc.) which discriminate among students who choose different course options (lecture, lecture with discussion, and independent study). Then the researchers measured the main effects of both the option and the preference factor on course outcomes.

Students who chose the independent study option showed greater need for autonomy and flexibility, a higher tolerance for ambiguity, and a greater preference for abstract and scientific thinking than students who preferred the lecture option. Students choosing lecture-discussion were significantly moderate on several of these dimensions.

Independent students were significantly better at evaluating a novel article, and they reported a greater appreciation for the term paper assignment. Students in the lecture and lecture-discussion options were significantly better at recalling course knowledge. Other significant differences were also obtained. 152 pp.

Order no. 70-21,752

282. Sahai, Prem Nath, Ph. D.
Iowa State University, 1970

[higher ed]

EVALUATION OF EXPERIMENTAL METHODS OF TEACHING ON
ACHIEVEMENT IN GENERAL PSYCHOLOGY AT IOWA CENTRAL
COMMUNITY COLLEGE

Academic Performance
Community Colleges
Psychology
Teaching Methods

The purpose of the study was to evaluate two experimental methods of teaching general psychology at the college level. The study was conducted with 127 students.

No significant difference was found between the two types of class structure. A highly significant difference was found between two methods of course organization. Method I, teaching and testing by chapters, was better suited to the first type of class structure, teaching one three-hour night class once a week.

Significant differences were found between groups when the variables of sex, self study, a combination of self study and class discussion, and the number of chapters studied were examined. Students appeared to learn better using a combination of self study and class discussion. Achievement was in inverse proportion to the number of chapters studied in a unit.

Significant correlations resulted between high school rank and the achievement in general psychology. 95 pp.

Order no. 70-25,819

283. Trotter, Robert Sydney, Ed. D.
North Texas State University, 1969

[higher ed]

A STUDY OF STUDENT ACHIEVEMENT AND ATTITUDE UTILIZING
TWO METHODS OF TEACHING THE AMERICAN GOVERNMENT
COURSE IN A METROPOLITAN JUNIOR COLLEGE

American Government (Course)
Attitudes
Community Colleges
Critical Thinking
Lecture

The purpose was to investigate the achievement and attitude of students taught by two different methods, problem-media-dialogue and lecture.

The sample included 119 students. Two instructors taught both a lecture section and a problem-media-dialogue section. Four standardized tests and four teacher-made tests were administered.

It was concluded that problem-media-dialogue and lecture are equally effective when the objective of the course is high student achievement. However, the problem-media-dialogue method promotes a more positive student attitude toward the sophomore government course than the lecture method. 125 pp.

Order no. 69-19,948

284. Letzter, Frederick Paul, Ed. D.
Columbia University, 1970

[gen]

AN ANALYSIS AND APPRAISAL OF TWO REFLECTIVE METHODS
IN THE TEACHING OF WORLD HISTORY

Dogmatism
Generalization
Inquiry Training
Teaching Methods
World History

This study attempted to delineate two reflective thinking models: "covering-law" and "ideal-typical." It was predicted that students taught history by the covering-law model would show more tendency to overgeneralize than would students taught history by the ideal-typical model.

A control and experimental class with twenty students each were used as the sample. Pre and posttest measures of the Interpretation of Data Test-Upper Level were administered. Rokeach's Dogmatism Scale and the Gough-Sanford Rigidity Scale were also administered.

The results showed a significant decrease in overgeneralization scores at the .05 level in the experimental group; overgeneralization scores for the control group showed an increase which approached but did not reach significance at the .05 level. The predicted relationship between dogmatism, rigidity, and overgeneralization was not supported by the evidence. 285 pp.

Order no. 71-8962

"NEWER" EMPHASES

Case Study Method

285. Nepi, Rosary Grace, Ph. D.

[elem]

United States International University, 1968

AN ANALYSIS OF THE EFFECT UPON ATTITUDES OF FIFTH-
AND SIXTH-GRADE STUDENTS OF A UNIT OF STUDY ON THE
BILL OF RIGHTS

Attitudes
Case Studies
Citizenship
Civil Rights

The purpose was to determine whether elementary school students achieve greater attitude changes toward fundamental principles of constitutional democracy when using a case study unit on the Bill of Rights than when using a traditional study unit.

A total of 297 students were used as a control group and 286 as an experimental group. An attitude scale, devised by the investigator, was used as a pre and posttest instrument.

The experimental group showed a greater number of attitude changes toward rights and responsibilities of American citizens than the control group. - A majority of the teachers and students in the experimental group indicated that students were more tolerant of opinion differences and more willing to listen to different points of view during the experimental period. Teachers and students in the experimental group considered the case study method an effective teaching technique. 200 pp.

Order no. 69-1726

286. Cummings, Richard Harton, Ph. D.
Northwestern University, 1971

[sec]

THE DEVELOPMENT OF SOCIAL CONTROLS ON THE AMERICAN
FRONTIER: CASE STUDIES FOR THE JUNIOR HIGH SCHOOL

American History
Case Studies
Civil Liberties

Junior High Schools
Questioning Techniques

This study consists of 15 case studies prepared to challenge junior high school students to question the nature of the various social controls that attempt to direct or influence their behavior.

The materials for the cases were drawn from the American frontier period. Readability and interest level were established. Questions at the end of each case asked students to compare the circumstances in the readings with similar ones in their own experience and then to offer tentative solutions. 137 pp.

Order no. 71-30,774

Grouping and Organizational Arrangements

287. Ward, Paul Evers, Ed. D.
University of Georgia, 1969

[elem]

A STUDY OF PUPIL ACHIEVEMENT IN DEPARTMENTALIZED
GRADES FOUR, FIVE, AND SIX

Academic Performance
Departmental Teaching Plans
Inservice Education

The purpose was to determine the effect of departmentalization at elementary grade levels four, five, and six in conjunction with comprehensive teacher inservice training on pupil achievement in mathematics, social studies, reading, and science among predominately culturally disadvantaged children. Achievement of pupils receiving the treatment was compared with achievement of pupils in conventional, self-contained classes.

The 1,353 pupils were tested with the Sequential Tests of Educational Progress Battery and Otis Quick Scoring Mental Abilities Beta Test.

In mathematics and social studies, no significant differences were found between pupil achievement in self-contained classes where teachers received limited inservice training and pupil achievement in departmental classes where intensive inservice activities were conducted. 144 pp.

Order no. 70-1201

288. Grove, Paul Wolff, Ed. D.
The Pennsylvania State University, 1969

[sec]

EFFECT OF VARIED-SIZED CLASSES IN AN ELEVENTH GRADE
UNITED STATES HISTORY COURSE

American History
Independent Study
Large Group Instruction

The purpose was to determine what effect class size has on student achievement and student attitudes.

It was concluded that class size, as related to large and traditional groups, is not a factor in achievement. Organizing students into small groups or in independent study arrangements has no effect on the relationship of achievement between students classified as high achievers and those classified as average achievers.

However, class size did significantly affect the attitudes of these students in large group instruction. Students in the large group believed it was difficult to communicate and to concentrate in their classes. 277 pp.

Order no. 70-19,415

289. Hughes, Jr., Roland G., Ed. D.
University of Pennsylvania, 1968

[sec]

THE REACTIONS OF NINTH GRADE STUDENTS OF DIFFERENT
ABILITY LEVELS TO SOCIAL STUDIES INSTRUCTION IN
MULTI-SIZE GROUPS

Attitudes
High Achievers
Independent Study
Large Group Instruction
Low Achievers
Seminars

The study was initiated to apply certain aspects of the Trump plan. The purpose was to determine the effectiveness of a school program which featured instruction in multisize groups.

Twenty-two students were selected at random from each of four ability levels (total of 88 students). These ninth graders were administered an opinionnaire entitled The Social Studies Class Size Opinionnaire as both a pre and posttest.

There were significant differences among ability groups in student reactions toward the large group classes and regular size classes.

There were no significant differences in reactions to the small group seminars and independent study. There were significant differences among ability levels in student reactions to independent study. The higher ability students generally reacted more positively than did the lower ability students.

The investigator concluded that student opinions by ability levels regarding certain aspects of instruction in multisize groups were sufficiently positive to suggest continuation and modification of such practices. 167 pp.

Order no. 69-21,639

290. Lutenbacher, David August, Ed. D.
University of Southern Mississippi, 1969

[sec]

AN INVESTIGATION OF THE EFFECT OF TEAM TEACHING UPON
ACHIEVEMENT, MOTIVATION AND ATTITUDE

Academic Performance
Attitudes
Junior High Schools
Motivation
Team Teaching

The purpose was to evaluate the team teaching program at a junior high school with emphases on student attitude, motivation, and achievement. The team teaching program was compared to a traditional junior high school. Both the experimental and control groups were selected at random.

The same teachers were used for both the experimental and control groups. The study included eighth- and ninth-grade honors social studies classes and ninth-grade honors and remedial English classes involving 600 students. Data were collected from the Purdue Master Attitude Scale (forms A and B), the Motivation Analysis Test for post-testing only, and the Stanford Achievement Test, form W for pretest and form X for posttest.

No significant differences were found in attitude, motivation, and achievement between the experimental and control groups. 115 pp.

Order no. 70-9754

291. Vakos, Harry Nicholas, Ph. D.
University of Minnesota, 1969

[sec]

THE EFFECT OF PART-TIME GROUPING ON ACHIEVEMENT IN
SOCIAL STUDIES

Academic Achievement
American History

Grouping (Instructional Purposes History)

The purpose was to investigate the effect of part-time grouping on achievement in social studies for eleventh-grade students.

The sample consisted of 87 experimental group students and 105 control group students. The three teachers who taught the experimental group also taught the control groups.

The experimental group students were assigned to classes which met two days a week. One day a week, all three experimental classes met together for a large group presentation. The remaining two days, the students were grouped by ability into high, medium, and low groups as indicated by the results of the Understanding the Basic Social Concepts Test of the Iowa Tests of Educational Development. A pre and posttest were also administered.

There was no significant difference in achievement gains between the experimental group and the control group, nor was sex related to achievement gains. The findings in world history seem to indicate that students of high ability or of extremely low ability may profit from ability grouping. 85 pp.

Order no. 69-20,066

292. Wilson, Joe Wayne, Ed. D.
University of Idaho, 1972

[sec]

THE EFFECT OF THREE INSTRUCTIONAL DESIGNS: SMALL
GROUP, PEER-TEACHING, AND INDEPENDENT STUDY ON NINTH
GRADE GEOGRAPHY STUDENTS' ABILITY TO THINK CRITICALLY

Critical Thinking
Geography
Independent Study
Peer Teaching
Small Group Instruction

The purpose was to determine the effect of three instructional designs on ninth-grade geography students' ability to think critically.

There were two teachers and six classes; each teacher taught three classes, one of each instructional design (small group discussion, peer teaching, independent study). The sample consisted of 97 students who were administered the Watson-Glaser Critical Thinking Appraisal in pre and posttest forms and the Geography Achievement Test for Beginning High School Students as a pre and posttest.

The results showed that the type of instructional design did not

affect student achievement. There were no significant differences in achievement between males and females. Students with higher I.Q. scores made significantly greater gains in achievement regardless of the type of instructional design employed. 98 pp.

Order no. 72-30,533

Individualized Learning

293. Moaroe, Martha Browder, Ph. D.
University of Utah, 1969

[elem]

A STUDY OF CHANGES IN SPECIFICALLY IDENTIFIED SOCIAL BEHAVIORS IN A FIFTH GRADE CLASS BY MEANS OF AN INDIVIDUALIZED SOCIAL STUDIES PROGRAM

Academic Achievement
Individualized Instruction
Social Behavior

The purpose was to determine whether specifically identified social behaviors among the members of a fifth-grade class could be changed in a positive direction by means of an individualized social studies program.

Subjects consisted of 33 fifth graders. An achievement test, an intelligence test, and a sociometric test were used as data.

There was a significant change in specifically identified social behaviors after using the individualized social studies program for four and one-half months. In addition, there was a significant gain in academic achievement as measured by a standardized achievement test. It was concluded that an individualized social studies program improved the specifically identified social behaviors and led to highly significant gains in achievement by the subjects. 116 pp.

Order no. 69-11,975

294. Larkin, William Martin, Ed. D.
Indiana University, 1969

[sec]

AN ANALYSIS OF INDEPENDENT STUDY PROGRAMS IN SELECTED JUNIOR HIGH SCHOOLS OF INDIANA

Attitudes
Independent Study

Instructional Materials
Junior High Schools

The purpose was to analyze the independent study programs in selected junior high schools in Indiana.

After correspondence, 13 out of 167 schools were identified as having independent study programs in one or more of the three grades--seven, eight, or nine.

A personal visit was made to each of the 13 cooperative schools where an interview guide was used with administrators, teachers, and students.

The majority of Indiana junior high schools with independent study do not use additional materials and equipment extensively. The major visible problems in the independent study program in the Indiana junior high schools are scheduling independent study for individual students, arranging the teaching load of independent study teachers, and providing facilities desirable for independent study pursuit. The overall attitude toward independent study was very favorable. 180 pp.

Order no. 70-17,236

295. Sinks, Thomas Alonzo, Ed. D.
University of Illinois, 1968

[sec]

HOW INDIVIDUALIZED INSTRUCTION IN JUNIOR HIGH SCHOOL
SCIENCE, MATHEMATICS, LANGUAGE ARTS, AND SOCIAL STUDIES
AFFECTS STUDENT ACHIEVEMENT

Academic Achievement
Individualized Instruction
Junior High Schools
Motivation

The purpose was to determine and analyze some effects of changing the educational environment of seventh-grade students in social studies, language arts, science, and mathematics. The educational environment was changed in every way possible to achieve an individually prescribed curriculum for each of the experimental subjects.

The study compared subjects who were given individually prescribed work with students who were given instruction in the traditional textbook, class group method in the four subject areas. The same teachers instructed the same pupils in the same content via two distinctly different methods.

The subjects were 108 seventh-grade students.

The results suggest that the experimental treatment made differences in the experimental group subjects. The conclusion was that the individually prescribed curricula in science, social science, mathematics, and language arts accounted for increased gains in achievement scores and also accounted for the desirable changes in behavior, attitude, and learning strategies of the learners. 133 pp.

Order no. 69-10,849

296. Gow, Doris Trayon, Ph. D.
University of Pittsburgh, 1972

[gen]

APPLICATION OF THE "STRUCTURED-CURRICULUM" MODEL TO
SOCIAL STUDIES AND DEVELOPMENT OF PROCEDURES FOR
ITS IMPLEMENTATION

Concept Formation
Evaluation
Individualized Instruction
Instructional Materials
Models
Objectives
Social Sciences
Taxonomy

The purpose was to apply a structured-curriculum model for the individualization of social studies instruction. Broad interdisciplinary social science concepts were used as the organizational framework. The model also called for seminars to provide opportunities for curriculum-related social interaction. In addition, there was an unstructured, independent inquiry component. Progress was monitored by criterion-reference tests. 172 pp.

Order no. 73-4114

Minorities and the Poor

297. Caputo, Edward Mario, Ph. D.
The Florida State University, 1971

[elem]

THE EFFECTS OF MAN: A COURSE OF STUDY, AN
EXPERIMENTAL SOCIAL SCIENCE COURSE, UPON THE
ACHIEVEMENT, ATTITUDES, AND ANXIETY OF IMPOVERISHED
CHILDREN IN SELECTED FLORIDA SCHOOLS

Academic Achievement
 Attitudes
 Anxiety
 Disadvantaged Youth

The study examined children's achievement gains and attitudinal changes in the *Man: A Course of Study* program. In addition, the study sought to establish whether the levels of free anxiety were different for children in the MACOS program than for children in a traditional social studies program.

Instruments were administered to gather achievement and attitudinal data before and after each major unit of the MACOS curriculum. Anxiety tests were administered to coincide with pre and post-testing of each unit, with an additional test administered midway through each of the units.

Significant achievement gains indicate that the children were able to understand the content of the course. Only one significant attitudinal change toward any of the four concepts of interest occurred. Substantial positive change in attitude toward cooperation was achieved only by boys whose teachers were trained in the NSF summer institute.

Significantly higher anxiety levels were found to exist at mid-point in each unit of instruction for children in the MACOS program than for children in the traditional curriculum. Students whose anxiety increased, gained in achievement significantly more than students whose anxiety decreased. The investigator failed to find evidence that anxiety levels affected attitudinal changes in any way. 157 pp.

Order no. 72-13,493

298. Clark-Jones, Beatrice, Ph. D.
 Michigan State University, 1971

[elem]

AN APPRAISAL OF THE TREATMENT OF BLACK AMERICANS IN
 SELECTED ELEMENTARY SCHOOL SOCIAL STUDIES FILMSTRIPS

Evaluation
 Filmstrips
 Negroes
 Stereotypes

The purpose of the study was to appraise the treatment of black Americans in a selected sample (40) of social studies filmstrips designed for use in grades four through six.

A three member panel appraised each filmstrip independently using an instrument derived from the Detroit Public School Evaluation Criteria: Minority Treatment.

The results indicated there is a significant relationship between filmstrips which foster pluralism and the number and percent of black American characters illustrated in the filmstrips. Only six filmstrips were identified as fostering the concept of a pluralistic society. 166 pp.

Order no. 71-31,177

299. Harris, Gloria Alicia, Ed. D.
Columbia University, 1968

[elem]

SELECTED IMAGES OF THE BLACK AMERICAN: A GUIDE FOR
TEACHERS OF OLDER CHILDREN IN THE ELEMENTARY SCHOOL
WITH SUGGESTIONS FOR INCORPORATION INTO REGULAR
CURRICULUM

Curriculum Guides
Minority Groups
Negroes

The need to place more emphasis upon teaching about minorities, black Americans in particular, governed the development of this guide for teachers of older children in the elementary school. The main purpose was to help teachers include more information on the life and history of black Americans in the regular curriculum. Leads are given for locating information not always found in textbooks and other common teaching materials. 359 pp.

Order no. 70-12,517

300. Madon, Constant A., Ph. D.
Fordham University, 1970

[elem]

AN ANALYSIS OF CURRICULUM GUIDES RECOMMENDED FOR BLACK
HISTORY AND RELATED SOCIAL STUDIES PROGRAMS IN
SELECTED CITIES OF THE UNITED STATES

African American Studies
Curriculum Guides
Urban Schools

The purpose of this study was to analyze curriculum guides recommended for black history and related social studies programs in elementary school districts in cities having a population of 100,000 or more. Ninety-eight curriculum guides were used in the sample.

The conclusions were as follows: (1) of the United States cities with populations over 100,000, black history and related social studies as described in curriculum guides were offered by less than 20 percent of the school districts; (2) all curriculum guides contained black history in the intermediate grades, but only one-fourth

offered related social studies content at the primary level; (3) school districts in cities with a population of more than one million had the greatest proportion of curriculum guides in black history and related social studies. Furthermore, school districts with more than 40 percent nonwhite had the highest proportion of guides in black history and related social studies; and (4) at the intermediate level, black history phases were unevenly stressed in curriculum guides. 140 pp.

Order no. 71-32

301. Parker, Daniel Webster, Ed. D.
University of Idaho, 1972

[elem]

AN ANALYSIS OF THE SOCIAL STUDIES PROGRAM IN SELECTED
ELEMENTARY SCHOOLS OF THE BUREAU OF INDIAN AFFAIRS
ON THE NAVAJO INDIAN RESERVATION

Cultural Pluralism
Ethnic Groups
Reservations (Indian)

The study was undertaken to answer certain questions concerning the social studies program in Navajo Indian elementary schools sponsored and supported by the Bureau of Indian Affairs.

Eighty-six questionnaires were completed by teachers in grades five, six, and seven of various reservation schools.

The study revealed that neither the social studies curriculum nor the educational staff of the schools were contributing significantly toward preparing Navajo children for citizenship in the Navajo culture or in the dominant Anglo culture. The only positive element about the schools were the physical facilities. 172 pp.

Order no. 72-30,512

302. Pecoraro, Joseph, Ed. D.
Boston University School of Education, 1971

[elem]

THE EFFECT OF A SERIES OF SPECIAL LESSONS ON INDIAN
HISTORY AND CULTURE UPON THE ATTITUDES OF INDIAN
AND NON-INDIAN STUDENTS

American History
Attitudes
Audiovisual Aids
Ethnic Groups
Reservation (Indian)

To change the attitudes of both Indian and nonIndian children toward

the Indian, a series of special lessons was prepared by the researcher. The lessons emphasized little known aspects of the contributions of Indians to our art, cultural heritage, and contemporary society.

The control group, consisting of 91 youngsters, received only the pre and posttesting. Seventy-two youngsters in the experimental group received the pre and posttesting as well as exposure to the special lessons.

The pre and posttesting consisted of a semantic differential, an attitude scale, and a series of open sentence stems devised or adapted by the researcher.

The study revealed that the special lessons did have a positive effect on the attitudes of both the Indian and nonIndian children but that the Indian children improved in attitude more than nonIndian children. 172 pp.

Order no. 71-26,730

303. Billings, Charles Edward, Ph. D.
The University of Michigan, 1969

[sec]

AN INQUIRY INTO SOME ASPECTS OF THE POLITICAL
SOCIALIZATION OF BLACK ACTIVISTS IN HIGH SCHOOLS

Activism
Negro Students
Political Socialization

The purpose was to ascertain some of the educational and social conditions under which black activists form and to describe the attitudinal and behavioral makeup of their members.

Data were gathered from questionnaires and group interviews with five groups of black high school students. Four of the five groups were members of black activist groups while the last group represented a random sampling of black students from an integrated northern high school.

The students in activist groups share a common interest in Afro-American history and studies dealing with the black experience in America. These students differ from nonmembers in their willingness to entertain revolutionary solutions to racial problems, their greater familiarity with militant black authors, and their experience with confrontational political participation. These students tend to distrust the political opinions of social studies teachers. However, the difference between activists and nonactivist peers is mainly one of degree. 180 pp.

Order no. 70-4038

304. Burnham, Glenn M., Ed. D.
University of Colorado, 1969

[sec]

A STUDY OF THE TREATMENT OF THE HISPANIC HERITAGE
IN SECONDARY AMERICAN HISTORY CLASSES IN SELECTED
COLORADO SCHOOL DISTRICTS

American History
Mexican Americans
Textbooks
Teachers

The purpose was to investigate the treatment given the Hispanic heritage in secondary public school American history classes in selected Colorado school districts.

A list of historical generalizations was formulated by the writer from a survey of historical literature. It was validated by a jury of scholars. The generalizations were incorporated into a questionnaire which was mailed to 198 secondary school American history teachers. A return of 80 percent was received.

It was concluded that although a substantial majority of teachers believe Hispanic heritage was of special importance, there was little evidence that it received any special treatment. There was reliance on inadequate textbook coverage to present the Hispanic heritage and a failure to take advantage of other materials. 175 pp.

Order no. 70-5825

305. Darmstadt, Margaret Ann, Ed. D.
Rutgers University, The State University of New Jersey, 1972

[sec]

THE EFFECTS OF A VERBAL INTERVENTION IN BLACK STUDIES
AND SOCIAL STUDIES COURSES ON LOCUS OF CONTROL, IDEOLOGY,
COGNITIVE DISSONANCE, AND MILITANT ATTITUDES

African American Studies
Attitudes
Beliefs

The study investigated the effects of verbal intervention on cognitive dissonance, locus of control, and militant attitudes of four groups of high school students.

Subjects, juniors and seniors in high school, were chosen from two black studies classes taught by one teacher and two social studies classes taught by another. A Gurin Multidimensional I-E Scale was used as a pre and posttest for all four classes.

On the day prior to the posttest a discussion of one period in length was held with the students of one of the black studies and one of the social studies classes. The investigator conducted the discussion on ecology.

The dissonance variable was significantly affected by the approaches used: curriculum/treatment or curriculum alone. The intervention treatment reduced dissonance in the black studies group but increased it in the social studies group. The combination of the black studies and treatment was the most effective in reducing dissonance.

The main effect in the militancy variable was also the unique combination of black studies and intervention. Only this condition showed a significant reduction of militancy scores. 106 pp.

Order no. 72-26,763

306. Davis, George Arliss, Ph. D.
The Ohio State University, 1972

[sec]

SECONDARY SCHOOL GEOGRAPHY: ITS RELEVANCY TO BLACK STUDENTS

Curriculum Development
Geography
Negroes
New Social Studies Materials
Projects
Racism

The study was primarily designed to examine the treatment of blacks in selected geographic materials and to show how geography can be made more relevant to black students.

Criteria relevant to black students were developed. Four textbooks and the High School Geography Project material were measured by the criteria.

One textbook was judged relevant and the High School Geography Project met the criteria at a minimal level. There were serious shortcomings in the rest of the materials examined.

Episodes were developed by the investigator to serve as a model for teachers who wish to teach the geography of black America. 167 pp.

Order no. 72-26,996

307. Filter, Paul August, Ed. D.
The University of Nebraska, 1970

[sec]

BLACK STUDIES IN THE SECONDARY SOCIAL STUDIES
CURRICULUM--POSITION AND OPINIONS

African American Studies
Curriculum
Department Directors (School)
Textbook Content

The purpose of this study was to determine the position of black studies in the social studies curriculum of secondary schools in the North Central Association. A closed-ended questionnaire was mailed to 306 social studies department chairmen who had been randomly selected from schools with an enrollment of over 1,000 students in grades 10, 11, and 12.

The results were as follows: (1) because most black students in the North Central Association were concentrated in metropolitan areas, a larger percentage of metropolitan schools had black studies programs, and those schools spent longer periods of time on black studies than nonmetropolitan schools; (2) approximately one-half of the secondary schools in the sample had a black studies program; (3) the study indicated there may be a leveling off in growth of black studies; (4) social studies teachers have not been well prepared to teach black studies, and textbooks are of limited use, but supplementary materials were considered adequate by respondents; (5) there was a complete rejection by respondents of demands by militants in the teaching of black studies; there was agreement that the most important objective in teaching black studies was to accurately portray the history of black Americans; (6) most social studies department chairmen were sympathetic to black studies. 180 pp.

Order no. 71-9555

308. Polk, Travis Ray, Ed. D.
North Texas State University, 1972 .

[sec]

THE STATUS OF THE TEACHING OF NEGRO HISTORY IN THE
PUBLIC HIGH SCHOOLS OF TEXAS

American History
Negro History
Objectives
Textbooks

The purpose was to determine the status of the teaching of Negro history within American history classes in Texas public high schools.

Questionnaires were mailed directly to a random sample of 557 public high school American history teachers located throughout

Texas. Fifty-five percent of the teachers responded to the questionnaire.

The following conclusions were reached: (1) a majority of American history teachers in Texas public high schools believe Negro history is a significant part of American history and is beneficial to Caucasian as well as Negro students; (2) a majority of teachers believe teaching Negro history will help to reduce interracial tensions and improve the Negro child's self-concept; (3) a majority of teachers believe Negro history should be integrated into the American history course; (4) a majority of teachers consider developing an understanding of the intercultural responsibilities is the most significant objective in teaching Negro history; (5) a majority of the teachers lack sufficient preparation for teaching the role of the Negro in American history; (6) a majority believe the coverage accorded the Negro is inadequate in the most recent adoptions of American history textbooks in Texas; and (7) a majority perceive teaching about the Negro and civil rights as more urgent than teaching other areas of Negro history. 149 pp.

Order no. 72-24,201

309. Wardrop, Gwendolyn Kay Chalk, Ed. D.
Wayne State University, 1972

[sec]

AFRO-AMERICAN HISTORY: A REVISION AND CRITIQUE

African American Studies
Bias
Racism

The purpose was to write a unified, integrated history of Afro-Americans for use on the high school level. The author attempted to answer the following questions: (1) What is the best approximation of truth concerning the events transpiring under the institution of slavery? (2) Under what conditions have blacks lived since the freeing of slaves in the Civil War period? (3) What significant trends and developments in black and white thinking have there been since the Civil War?

The author examined the sweep of Afro-American history from African antecedents to the present. 604 pp.

Order no. 72-28,503

310. White, Jr., Milo Ritter, Ph. D.
The University of Michigan, 1970

[sec]

THE TEACHING OF THE HISTORY OF THE NEGRO IN SELECTED SECONDARY SCHOOLS IN MICHIGAN

Academic Performance
 American History
 Attitudes
 History
 Negro History

The purpose was to explore the teaching of Negro history in grades 10 through twelve in selected Michigan secondary schools. Fifty-two teachers and administrators were interviewed.

Separate courses in Negro history were usually identified in schools having Negro students. Schools with traditional courses recognized deficiencies in their textbooks and the need for more instruction in Negro history, but only 50 percent anticipated any major changes in the American history courses.

The Negro student in the separate courses was perceived to have improved his academic performance substantially and to have experienced a change in his attitudes toward self, the white majority, and the civil rights movement. 268 pp.

Order no. 70-21,814

311. Hess, Tad Gregory, Ph. D.
 University of Utah, 1972

[higher ed]

THE HISTORY OF BLACK EDUCATION (1865-1896): A UNIT
 OF INDIVIDUALIZED INSTRUCTION

Graduate Students
 History
 Individualized Instruction
 Negro Education
 Teacher Education

The purpose was to develop a unit of individualized instruction on the history of black education, 1865 to 1896, which would aid educators and serve as a component of courses in the Division of Cultural Foundations of Education, University of Utah.

A modified version of James Lewis' model, the Individual Study Unit (I.S.U.), was used. Over 50 studies with education of the black American, 1865 to 1896 as a major theme were selected (including several audiotapes and films).

It was not a purpose of the study to undertake a quantitative analysis and subsequent validation or invalidation of the completed unit. However, the unit was examined by specialists in education and by five graduate students. 202 pp.

Order no. 72-33,299

312. Newton, James Elwood, Ed. D.
Illinois State University, 1972

[higher ed]

A CURRICULUM EVALUATION OF BLACK STUDIES IN RELATION
TO STUDENT KNOWLEDGE OF AFRO-AMERICAN HISTORY AND
CULTURE

African American Studies
Attitudes
Curriculum Evaluation
Negro History

The major purposes were (1) to evaluate black studies in relation to student knowledge of Afro-American history and culture; and (2) to provide a description of student attitude toward black studies programs.

Three instruments--two parts of The Afro-American Knowledge Inventory, a modified form of the Semantic Differential, and a General Questionnaire Attitude Scale--were administered simultaneously to 50 black studies students and 42 traditional curriculum students in a sample of Western Illinois University undergraduates.

The analysis indicated that the black studies curriculum group tended to be more familiar with Afro-American history and culture and was better able to identify specific Afro-American personalities. Students in the black studies curriculum group were also more positive toward studies about Afro-Americans. 158 pp.

Order no. 72-25,705

313. Giles, Jr., Raymond H., Ed. D.
University of Massachusetts, 1972

[gen]

BLACK AND ETHNIC STUDIES PROGRAMS AT PUBLIC SCHOOLS:
ELEMENTARY AND SECONDARY [with] VOLUME II: APPENDICES

African American Studies
Curriculum Guides
Elementary Grades
Ethnic Studies
Evaluation
Inservice Education
Projects
Secondary Grades

The major purpose was to collect data and information related to the assessment and improvement of black and ethnic studies programs at public schools.

Three elementary African heritage classes in Harlem were observed and taped; then students were given open-ended, written questions

of their attitudes toward Africa.

At the secondary level a survey was made of 25 programs throughout the country and eight representative case studies were presented in detail. Sixteen different school districts' curriculum guides were analyzed.

The study calls for: (1) varied interpretations and definitions of black studies (each equally valid); (2) a look at the origin and sponsorship of black studies programs; (3) the need for clarifying purposes within diverse settings; (4) examination of who should teach and who should take black studies; and (5) the need for broader representation of student interests and needs in the development of each program. 379 pp.

Order no. 73-6465

314. Grenillion, Ralph Herman, Ph. D.
University of Southern Mississippi, 1969

[gen]

AN INVESTIGATION INTO THE EFFECTS OF A CHANGE IN
EDUCATIONAL ENVIRONMENT AND SOCIAL STUDIES
CURRICULUM UPON SELECTED MIDDLE-SCHOOL PUPILS IN
MADISON COUNTY, MISSISSIPPI

Academic Performance
Elementary Grades
Junior High Schools
Secondary Grades
Self Concept
Socioeconomic Status

The purpose was to investigate whether a selected group of fifth-through eighth-grade students from a lower socioeconomic rural background changed significantly in reported self-concept and academic performance as a result of an experimental social sciences curriculum.

The experimental group was involved in an innovative program with emphasis on the social sciences. Pre and posttest results of the experimental and control groups were compared.

The experimental group showed significant gains over the control group in the following areas: academic adequacy and total all factors in the sixth grade, social studies and work-study skills in the seventh grade, and interpersonal adequacy and social studies in the eighth grade. Only three of eight sections in the social sciences were significant for the four grades and only three of a possible 16 factors in reported self-concept were significant for the four grades. 147 pp.

Order no. 70-9747

Political Socialization

315. Cogan, John Joseph, Ph. D. [elem]
The Ohio State University, 1969

POLITICAL EDUCATION IN THE ELEMENTARY SCHOOL: A
DECISION-MAKING RATIONALE

Citizenship
Critical Thinking
Decision Making
Political Socialization

The purposes were (1) to review the literature and research in the areas of political socialization, child growth and development, and the nature of reflective thought; and (2) to develop a rationale for political education in the elementary school.

The rationale places emphasis upon the process of thinking and making rational decisions as opposed to the traditional product-oriented social studies curriculum. 196 pp.

Order no. 70-6748

316. Combs, Lilburn Keith, Ph. D. [elem]
United States International University, 1970

THE EFFECT UPON FIFTH- AND SIXTH-GRADE STUDENTS OF A
UNIT OF STUDY ON CONFLICT IN POLITICS

Attitudes
Conflict
Political Socialization

The purpose was to determine the effect of an experimental unit entitled Conflict, Politics and Freedom on fifth- and sixth-grade students.

Subjects consisted of 81 students in an experimental group and 91 students in a control group. Pre and posttesting was used.

Regarding the tendency to accept political conflict, the findings were not conclusive for acceptance or rejection of the null hypothesis. There was no significant change in student acceptance or rejection of the use of political power, nor was there any change in acceptance and trust in the democratic system of government. 170 pp.

Order no. 70-20,718

317. Kroskey, Roy T., Ph. D.
University of Denver, 1969

[elem]

ATTITUDES TOWARD AUTHORITY, POLITICAL SOCIALIZATION
AND POLITICAL ORIENTATIONS OF ELEMENTARY SCHOOL
CHILDREN

Attitudes
Citizenship
Political Socialization
Power Structure

The purpose was to examine the attitudes toward authority, political socialization, and political orientations of a selected group of elementary school children in 1968.

A selected group of 680 urban and rural children in fourth through sixth grades from families of upper, middle, and lower socioeconomic status were the subjects. Data were gathered from a questionnaire.

In general data indicated a benign, accepting attitude on the part of the respondents toward government, law, and figures of authority. Belief that the United States is the best country in the world was not strong. Equality of opportunity stood out as the most important source of pride in America. Humanitarianism and citizenship were closely related. Stopping communism and crime, keeping peace, and achieving racial equality were seen as important problems. 143 pp.

Order no. 70-9800

318. Messick, Rosemary Graves, Ph. D.
Indiana University, 1969

[elem]

POLITICAL ATTITUDES OF AMERICANS AND BRAZILIAN URBAN
TEN-YEAR-OLDS

Attitudes
Political Socialization
Socioeconomic Status

The purpose of this sample survey was to ascertain to what degree children's attitudes toward political authority, political regime, and political community were related to urban ten-year-olds' nationality, socioeconomic status, race, and family structure.

Three political attitude measures were used to test children's political attitudes. In addition, one multiple-choice item was used to gauge the children's preferences of authority for political information.

The sample was selected from ten schools: five in Terre Haute, Indiana, and five in Rio de Janeiro, Brazil.

Within the American sample, socioeconomic status was a more reliable indicator of attitude differences than either race or family structure. Socioeconomic status did not show the same statistical strength within the Brazilian sample.

The influence of national political culture is evident in the attitudes of even young children. Children's political attitudes are subject to historical as well as developmental factors. 117 pp.

Order no. 70-12,408

319. Button, Christine Bennett, Ph. D.
The University of Texas at Austin, 1972

[sec]

THE DEVELOPMENT OF EXPERIMENTAL CURRICULUM TO EFFECT
THE POLITICAL SOCIALIZATION OF ANGLO, BLACK, AND
MEXICAN-AMERICAN ADOLESCENTS

American Government (Course)
Anglo Americans
Civics
Mexican Americans
Negroes
Political Socialization

The purpose was to test the extent to which four experimental units in government influenced the acquisition of political knowledge and the development of feelings of political efficacy and cynicism among Anglo, black, and Mexican-American twelfth graders.

Four government classes and two teachers were the sample. Two classes were experimental and two were control groups.

A political attitude and a political knowledge questionnaire were administered immediately prior to and following the four-month experimental treatment. Interaction was coded and 60 in-depth, taped interviews were conducted with a random stratified sample of students.

The experimental units appeared to increase feelings of political efficacy, political knowledge, and interest in politics among the study's Anglo, black, and Mexican-American students. Some effects of the curriculum differed according to sex and ethnic group. 187 pp.

Order no. 73-7523

320. Ehman, Lee Harlow, Ph. D.
The University of Michigan, 1969

[sec]

POLITICAL SOCIALIZATION AND THE HIGH SCHOOL SOCIAL
STUDIES CURRICULUM

Activism
Attitudes
Negro Students
Political Socialization

The purpose was to investigate the relationship of social studies instruction to changes in high school students' attitudes of political efficacy and political cynicism.

A two-year, longitudinal study was made of 103 students in an urban, integrated high school. Questionnaire measurements were conducted at two points for these students and for a control group. Social studies teachers also completed a questionnaire; observations of the teachers were conducted by researchers who used a modified version of Flanders' interaction analysis coding system.

As black students are exposed to more realistic political information, their previous trust in government erodes. In an open classroom climate black students' cynicism increases with more social studies semesters; no such relationship exists for white students. Students regarded the school, especially the teacher, at least as important as parents in providing a source for political discussion and information. 172 pp.

Order no. 70-4071

321. Patrick, John J., Ed. D.
Indiana University, 1969

[sec]

DEMOCRATIC POLITICAL ORIENTATION OF NINTH-GRADE
STUDENTS IN FOUR COMMUNITY TYPES

Community Characteristics
Democratic Values
Junior High Schools
Political Socialization
Values

The purpose was to determine relationships between community-type and democratic-political orientation among ninth-grade students.

Six political attitude scales were administered to over 90 percent of all ninth graders in each of four community types.

The study revealed a clear relationship between social context, defined as community-type, and democratic-political orientation. Ninth-grade students living in predominately working class communities ranked lower on measures of democratic-political orientation than ninth graders living in communities that included large numbers of managerial and professional people. Civic educators are faced with the challenge of lower strata youngsters. 122 pp.

Order no. 70-11,703

322. Sanders, William Joseph, Ph. D.
St. Louis University, 1968

[sec]

A STUDY OF ADOLESCENT SOCIAL AND POLITICAL INVOLVEMENT
IN A MIDWEST SUBURBAN HIGH SCHOOL

Current Events
Junior High School Students
Political Attitudes
Political Socialization
Socioeconomic Status

The purpose was to investigate the sociopolitical involvement of the adolescent and the factors related to this involvement. The subjects consisted of 99 twelfth-grade students and 119 ninth-grade students enrolled in a suburban school.

A questionnaire administered to the students elicited background information; students' ability to match names of prominent individuals with events and ideas was also measured.

No significant relationships were found between the amount of information concerning current affairs and sociopolitical involvement. However, certain trends were noted such as sociopolitical involvement increasing from ninth- to twelfth-grades. 95 pp.

Order no. 69-372

323. Struve, Patrick William, Ph. D.
The University of Iowa, 1969

[sec]

THE POLITICAL SOCIALIZATION OF ADOLESCENTS: A STUDY
OF STUDENTS IN A MIDWESTERN HIGH SCHOOL

Attitudes
Citizenship
Political Issues
Political Socialization
Sex Differences

The purposes were (1) to determine adolescent attitudes and awareness of partisan politics; and (2) to determine if the school can counter the influence of the home environment which is essentially nonpolitical or apathetic to political stimuli.

A questionnaire was administered to 679 students in grades 10 to twelve. A mail questionnaire was also sent to the parents of each adolescent.

Adolescents whose parents, one or both, participated in political activity were more aware of political/social issues and leaders and tended to be more efficacious.

The data also revealed the more involved the adolescent was in school extracurricular activities, community affairs, and political activity the more politically aware he was. The same was not true of the social studies program.

Girls were less aware of political issues. More boys than girls believed that the citizen should participate in politics.

The data suggest that school programs, as they are presently constituted, serve as a reinforcement rather than a stimulus to change the behavior and interest patterns learned at home.
180 pp.

Order no. 69-13,179

Student Attitudes

324. Barber, Lucie Welles, Ed. D.
State University of New York at Albany, 1970

[sec]

THE RELATION OF DOGMATISM TO DECISION-MAKING BEHAVIOR IN TWELFTH-GRADE HIGH SCHOOL STUDENTS

Behavior
Decision Making
Dogmatism

Four decision-making behaviors were investigated: synthesis of decision information, time orientation, independence, and thoughtful planning. An adapted DMI was used for measuring the first two behaviors while self-rating scales supplemented by peer nominations were employed for measuring the last two behaviors.

It was predicted that highly dogmatic subjects would score low in the four behaviors while openminded subjects would score high. It was further predicted that even though an experimental group received training in decision making, the same relationship between dogmatism and decision making would exist.

One hundred twelfth-grade high school students from a suburban community constituted the sample. All five classes studied the same sociology course, except that the experimental classes were taught a unit in decision-making skills one class period a week for 13 weeks.

There were no significant differences except for one relationship of one decision-making behavior. 111 pp.

Order no. 70-25,464

325. Boyle, Jerold A., Ed. D.
The University of Florida, 1971

[sec]

INFLUENCE OF AN EXPERIMENTAL SOCIAL STUDIES COURSE
ON SELF CONCEPTS AND ATTITUDES OF ADOLESCENTS

Attitudes
Culture
Inquiry Training
Junior High Schools
Self Concept

The purpose was to evaluate an experimental social studies course in terms of student self-concepts and selected attitudes. The two main objectives of this course for ninth and tenth graders were to have students engage in inquiry processes and to use the teenager's culture as a basis for this inquiry.

The Self Esteem Inventory, Self Concept as a Learner Scale, and a semantic differential scale were administered to randomly selected students enrolled in the experimental course and three control social studies courses.

With the exception of one hypothesis, no significant differences were found between the control and experimental groups. 103 pp.

Order no. 72-15,658

326. Roberts, Hubert Edward, Ph. D.
Stanford University, 1972

[sec]

EFFECTS OF SELECTED VARIABLES ON ATTITUDE CHANGE IN A
SECONDARY SOCIAL STUDIES CLASSROOM

Attitudes
Bias
Political Socialization

The purpose was to examine short-term attitude change of students exposed to an experimental, three-day treatment in social studies. Subjects were 249 twelfth grade, upper-middle class, white, suburban students.

The major hypotheses were (1) a two-sided presentation will affect attitudes significantly more than a one-sided presentation; (2) as the level of ego involvement increases the amount of attitude change will decrease; and (3) there will be an interaction effect of ego involvement levels and sidedness of presentation on attitude change.

Student attitude toward libertarianism was measured with an instrument designed by the researcher. High ego-involved and low ego-involved students were identified by the activity questionnaire then randomly assigned to three groups. The first group was the control group and received only the libertarianism scale. The second group received the one-sided treatment of a student booklet; the third group received the two-sided treatment of the student booklet.

There were no significant differences between the groups. 124 pp.

Order no. 72-30,688

327. Souers, Charles Valdine, Ed. D.
Indiana University, 1972

[sec]

INCIDENTAL TREATMENT EFFECTS ON STUDENT ATTITUDES
TOWARD A CURRENT SOCIAL PROBLEM

Attitudes
Junior High Schools
Overpopulation
Sex Differences
Social Problems

The purpose of this study was to determine if the attitudes of junior high students toward a current social problem, overpopulation, can be significantly influenced with an incidental treatment which does not involve adding a specific course or unit to the regular curriculum.

Students from one junior high school were exposed to an incidental treatment consisting of (1) two 30-minute educational films on overpopulation; (2) a 30-minute address by a guest speaker on the dangers of overpopulation; (3) 15- to 30-minute class discussions

of the problems presented; (4) a hall display on overpopulation; and (5) the regular school curriculum. Students at another high school received only the regular curriculum. Instruments designed to measure both attitudes toward and factual knowledge of overpopulation were administered to all students.

Students who had received the incidental treatment were significantly more concerned about the threats of overpopulation than were students who had not received the incidental treatment. Subjects receiving the incidental treatment showed a greater degree of factual knowledge about overpopulation than subjects not receiving the treatment. The boys in the two treatment groups had significantly greater factual knowledge about overpopulation than did the girls. 252 pp.

Order no. 73-5520

328. Timmons, Melvin Lyn, Ed. D.
Indiana University, 1970

[sec]

THE MEASUREMENT OF POLITICAL AND SOCIAL ATTITUDES
IN ELEVENTH GRADE SOCIAL STUDIES CLASSES

Attitudes
Ethnic Stereotypes
Political Socialization
Stereotypes

The purpose was to test whether students studying the history of the American Revolution and the War of 1812 from traditional textbooks written by American authors develop more ethnocentric attitudes than students studying from traditional textbooks supplemented by materials written from British and Canadian viewpoints. Treatment materials were usually authored in Britain and Canada.

Seven high schools were split into experimental and control schools. Student attitudes were measured.

Most political/social attitudes were not changed significantly by contrary, provocative information. Six out of seven times the treatment caused a reverse twist--the attitudes of experimental students became increasingly intolerant in statistically significant categories. 294 pp.

Order no. 70-25,193

329. Watson, Elizabeth Patti, Ed. D.
Indiana University, 1969

[sec]

INVENTORIED PERCEPTIONS OF EXPECTATIONS FOR
STUDENTS IN THREE DIFFERENT SOCIAL STUDIES PROGRAMS

Decision Making
Expectation
Innovation
Perception

It was hypothesized that in an innovative social studies program the behavioral expectations for students would differ from the behavioral expectations for students in conventional social studies programs.

One experimental high school and two conventional schools were selected. The Watson Analysis Schedule was administered to all students and teachers participating in these programs. The three programs had 1,732 students being taught by 29 teachers.

The congruity of expectations for students and teachers was found to be greater for the two conventional programs than for the experimental one. However, the perceptions of actual student behavior was not related, or was negatively related, in the conventional programs.

Students and teachers in the innovative program agreed in their perception of actual student behavior. However, there was less agreement concerning the degree to which these expectations were realized. 286 pp.

Order no. 70-7984

330. Zorn, Robert Lynn Scott, Ed. D.
University of Pittsburgh, 1970

[sec]

DEVELOPMENT AND DEMONSTRATION OF A PROGRAM FOR THE
INVOLVEMENT OF SECONDARY SCHOOL STUDENTS IN A STUDY OF
THEIR EDUCATION

Attitudes
Civics
Discussion
Self Directed Groups

The purpose was to demonstrate a program which involved public secondary school students in a study of their education.

Four control classes received the traditional Problems of Democracy course while the other two classes had students select educational topics they would like to study. The experimental group had seminars and dialogues three times weekly with the remaining time available for independent study. The experimental course ran 14 weeks.

It was concluded that students' attitudes toward educational processes can be improved by learning about educational processes

which directly affect their lives. 178 pp.

Order no. 70-22,754

331. Carlson, Ralph Oscar, Ph. D.
Washington State University, 1970

[higher ed]

ROLE CONCEPTS OF COLLEGE STUDENTS AND THEIR INFLUENCE
ON ACADEMIC ACHIEVEMENT

Academic Performance
Psychology
Role Perception
Sociology

The study's purpose was to ascertain what influence, if any, a college student's concept of college-student behavior has on his academic achievement in college.

Three groups of college students in four different collegiate institutions participated in the study. The second and third groups were students enrolled in introductory psychology and sociology courses.

The correlations obtained in the study were not high, but the study did show some relation between a student's concept of how a college student behaves and his academic performance in college. 110 pp.

Order no. 70-16,801

Values

332. Levande, Diane Ileen, Ph. D.
Michigan State University, 1971

[sec]

A STUDY OF THE APPLICATION OF SELECTED VALUE INFORMATION
AND A VALUE JUDGMENT STRATEGY TO SOCIAL STUDIES CONTENT
WITH MIDDLE SCHOOL STUDENTS

Ethical Instruction
Junior High Schools
Programed Materials
Socioeconomic Influences
Values

The purpose of this study was to explore the effects of applying both specific value information and a strategy for making value judgments to selected social studies content with middle school students.

The sample consisted of 60 seventh-grade students and 98 eighth-grade students. Students were randomly divided into four groups and assigned to one of four treatments.

The results showed that presenting specific value information and applying this information to selected social studies content did significantly increase both knowledge about values and maturity of moral judgment.

The increase in knowledge and maturity of judgment resulting from the experimental treatments was significant for both boys and girls, seventh and eighth graders, and teacher and programed instruction groups.

Instruction in the value judgment strategy was not significantly reflected in either increased maturity of moral judgment or in improved essay responses to value conflict problems.

Neither verbal intelligence or socioeconomic status was significantly related to value knowledge or maturity of moral judgment. 217 pp.

Order no. 71-31,252

333. Bouchard, Bernard R., Ph. D.
University of Utah, 1968

[gen]

APPLICATION OF EDUCATIONAL RESEARCH: THE USE OF THE
PICTORIAL MODEL OF EVALUATION AS AN INSTRUCTIONAL
UNIT ON ENVIRONMENTAL POLLUTION

Attitudes
Ecology
Innovation
Models
Pollution
Teachers
Values

The purpose was to introduce an innovation into the school and to explore ways of adapting or shaping the device into an effective teaching practice. The empirical aim was to evaluate the effect of a value model on pupil attitudes.

Two models of evaluation were used to study four areas of environmental pollution: air pollution, water pollution, nuclear fallout, and pesticides. Students' attitudes were measured with

semantic differential scales. Two weeks were spent on the unit after which students, teachers, and administrators completed a questionnaire.

Administrators indicated the study was not a disturbing factor, and teachers were positive toward using the model as an innovative device. Students indicated that having visitors did not bother them, and 60 percent stated they had enjoyed participating in the study.

Regarding attitudes of the students, there was a statistically significant difference on two scales of the semantic differential between those of the pictorial model classes and the no model classes. The model underwent drastic changes as the result of this experience. 161 pp.

Order no. 69-3305

334. Casper, George Gary, Ph. D.
University of Utah, 1972

[gen]

TESTING VALUE JUDGMENTS: A PROGRAMED TEXT

Evaluation
Higher Education
Instructional Materials
Programed Texts
Secondary Grades
Values

This study reports the programing and validation of two tests that can be used in testing the principle implied within the value judgment.

The materials were developed with high school sophomores and later validated using two groups of college level students. Posttest scores on the comprehensive criterion test given after the entire test validated at 70 percent of the students passing at the 80 percent level. 152 pp.

Order no. 72-33,296

TEACHERS AND TEACHER EDUCATION

335. Allen, Sylvia Dunnavant, Ed. D.
The George Washington University, 1970

[elem]

EXPECTATIONS FOR THE VIRGINIA ELEMENTARY SCHOOL
TEACHER: SELECTED TEACHING ABILITY REQUIREMENTS
AS REVEALED BY ANALYSIS OF STATE AND LOCAL COURSES
OF STUDY

Curriculum Guides
Individualized Instruction
Teacher Education
Teaching Skills

The purpose was to identify needed professional competencies of teachers through a review of state and local Virginia elementary school study courses and other published and unpublished instructional materials. Social studies was included as one of the subject areas.

Among the findings were (1) the major function of a teacher is to develop abilities, skills, concepts, and understandings; (2) because of heavy emphasis on subject matter, teachers are expected to be knowledgeable in both the structure and content of the disciplines taught; and (3) teachers are expected to be competent in emphasizing process, a prerequisite to self-direction and lifelong learning. 304 pp.

Order no. 70-19,723

336. Baker, Gwendolyn Calvert, Ph. D.
The University of Michigan, 1972

[elem]

THE EFFECTS OF TRAINING IN MULTI-ETHNIC EDUCATION ON
PRE-SERVICE TEACHERS' PERCEPTIONS

Attitudes
Ethnic Groups
Japanese Americans
Jews
Methods Courses
Mexican Americans
Negroes
Student Teachers

The purpose was to determine if a change could be made in the perception of ethnic groups held by students enrolled in an elementary

school course that used a multiethnic teaching approach.

The sample consisted of 72 students enrolled in two sections of a required course. One of these two sections constituted the experimental group and received instruction from the investigator, a member of a minority group. The section not receiving instruction from the investigator constituted the control group. Both groups were given a pre and posttest.

Significant differences were found between the two groups. Experimental group students significantly changed in their perception of Jewish Americans. There was no change in student perception of blacks and other minorities. There was, however, a significant difference in the way Jewish students perceived blacks and the way non-Jewish students perceived blacks. 152 pp.

Order no. 73-6781

337. Blesh, Robert Heltman, Ed. D.
North Texas State University, 1969

[elem]

A STUDY OF THE PRACTICES OF SOCIAL STUDIES TEACHERS IN
SELECTED TEXAS ELEMENTARY SCHOOLS

College Teachers
Curriculum Development
Teachers
Teaching Methods

The purposes were (1) to determine the degree to which various teaching practices are utilized by elementary social studies teachers randomly selected from an eight-county area in north central Texas; and (2) to compare the degree of utilization reported by these teachers with the degree of utilization recommended by college or university professors and national social studies education specialists.

A questionnaire was used to obtain the opinions of randomly selected national social studies specialists; a structured interview was held with the elementary social studies teachers.

There was not a significant difference between the degree of utilization accorded the teaching practices by the teachers and the degree of utilization recommended for those same practices by the two authority groups. 215 pp.

Order no. 70-9117

338. de Leeuw, Gary John, Ph. D.
The University of Texas at Austin, 1972

[elem]

EXPERIMENTAL TEST AND FORMATIVE ASSESSMENT OF AN
INSTRUCTIONAL MODULE FOR THE PREPARATION OF
ELEMENTARY SOCIAL STUDIES TEACHER CANDIDATES

Geography
Student Teachers
Teachers
Teaching Guides
Verbal Communication

Classroom verbal instructional behavior of 14 senior level teacher candidates enrolled in student teaching was compared with the verbal instructional behavior of 13 experienced elementary school teachers. Subjects taught a ten-day geography sample study using materials provided in a comprehensive instructional package. Trained observers recorded the verbal instructional behavior for the ten-day field test.

The observations plus data from a pupil opinionnaire and teacher opinionnaire were analyzed using nonstatistical procedures. Results indicated that the verbal instructional behavior of student teachers and experienced teachers did not differ significantly on any of 23 measures tested.

Results from formative assessment indicated that most teachers and pupils responded favorably to the sample study instruction, teachers were inadequately prepared for teaching the sample study, pupil source materials were unsuited to individualized instruction, and objectives for instruction were not congruent with observed teacher behavior. 204 pp.

Order no. 73-7539

339. Elmore, Randy Frank, Ed. D.
Auburn University, 1971

[elem]

THE EFFECTS OF TEACHING PROSPECTIVE TEACHERS THE
CONDITIONS FOR RULE LEARNING IN THE SOCIAL SCIENCES

Concept Formation
Learning Processes
Methods Courses
Social Sciences
Student Teachers
Unit Plan

The purpose of this study was to determine the effects of teaching prospective teachers Gagne's conditions for rule learning. Forty-eight students in a social sciences methods course for elementary teachers were randomly assigned to two groups. Only the experimental group received the conditions for rule learning treatment.

Subjects in both groups were then asked to teach a child a social science concept from the *Man: A Course of Study* curriculum.

There was a significant relationship (.01) between teaching prospective teachers the conditions for rule learning and their rule teaching behavior. There was not a significant relationship between the conditions for rule learning and the rule teaching behavior of prospective teachers who were not taught the conditions. 69 pp.

Order no. 72-2210

340. Franklin, Virginia Thompson, Ed. D.
University of California, Berkeley, 1972

[elem]

THE ROLE OF THE ELEMENTARY SCHOOL TEACHER IN THE
POLITICAL SOCIALIZATION PROCESS

Political Socialization
Political Attitudes
Professional Associations
Teachers

The purpose was to analyze the role of the elementary teacher in the political socialization process. A random sample of 1,370 elementary teachers in California public schools was selected from each elementary grade one through six. Teachers responded to a questionnaire which ascertained their degree of activity in community politics and in professional organizations.

Most teachers placed themselves as liberals on the liberal-conservative scale. Although they were willing to take part in educational policies within the district and politics within the community, they were not willing to engage in discussions of conflict and political reality in the classroom.

In teaching civic education the elementary teacher emphasizes the rights, duties, and obligations of citizens. How a citizen actually functions in our society is seldom taught in the elementary curriculum. 222 pp.

Order no. 72-23,345

341. Giannangelo, Duane M., Ph. D.
The University of Iowa, 1972

[elem]

THE EFFECT OF PRE-STUDENT TEACHING EXPERIENCES IN
SOCIAL STUDIES CLASSROOMS UPON PERFORMANCE IN
STUDENT TEACHING

Evaluation
Student Teachers

Teacher Improvement

The purpose was to determine if pre-student teaching experience, either working directly with youngsters or teaching simulated classes, affects student teaching performance.

The subjects, 82 elementary education seniors, were divided into three groups: (1) students enrolled in a social studies methods course which included direct teaching experience with youngsters; (2) students enrolled in a social studies course which did not include involvement with youngsters but did include teaching a simulated social studies lesson to peers; and (3) students not enrolled in a social studies methods course and not having direct involvement with youngsters.

All subjects were tested on their knowledge of elementary social studies teaching methods and were rated on their proficiency in teaching social studies during their student teaching. Students were rated by their cooperating teachers who were trained by the researcher to use the rating instrument.

It was found that the first group had significantly higher ratings. However, when the first and second groups were compared, there was not a statistically significant difference between them. The ratings of the first two groups were statistically higher than those of the third group at the end of student teaching.

It was suggested that a variety of firsthand and simulated teaching situations be incorporated into pre-student teaching methods courses. 133 pp.

Order no. 72-26,681

342. Haywood, Frances Ann, Ed. D.
University of Arkansas, 1972

[elem]

A STUDY OF THE ATTAINMENT OF SOCIAL STUDIES SKILLS OF ELEMENTARY EDUCATION MAJORS

Methods Courses
Skills
Student Teachers

The purposes of the study were (1) to determine to what degree future teachers had attained elementary level social studies skills as listed by the National Council of Social Studies (reading social studies materials, applying problem solving, interpreting maps and globes, and understanding time and chronology); and (2) to determine if students improve their ability by taking a social studies methods course.

Four tests measuring the attainment of skills at the ninth-grade level were given to 164 elementary majors who had enrolled or completed a social studies methods course.

It was found that most students who had not completed a social studies methods course did not attain the ninth-grade level of proficiency while most students who had completed a social studies methods course scored above the ninth-grade level. Results revealed that completing a method course contributed to differences significant at the .01 level for all four tests. 127 pp.

Order no. 72-29,706

343. Hoffman, Alan John, Ph. D.
Michigan State University, 1969

[elem]

APPLICATION OF SOCIAL SCIENCE STRUCTURAL GENERALIZATIONS
AS A FUNCTION OF PREVIOUS SOCIAL SCIENCE COURSEWORK

Generalization
Preservice Education
Questioning Strategies
Student Teachers

The study investigated whether there is a relationship between the amount of university social science coursework a student completes before beginning an elementary social studies methods course and the student's ability to identify social science structural generalizations and to construct hypothetical teaching questions related to those generalizations.

The subjects, 133 undergraduate students taking a social studies method course, viewed 12 slides and read accompanying written descriptions from a social science program for elementary children. The students then identified major social science generalizations which they might teach children and wrote important questions they might pose in developing these generalizations. Three raters analyzed the data.

The study supported the contention that previous social science courses are largely ineffectual in influencing a student's ability to inductively draw structural social science learnings from some social science material. 119 pp.

Order no. 70-9561

344. Horton, Terry Dean, Ed. D.
New Mexico State University, 1969

[elem]

TEACHER CHARACTERISTICS AS RELATED TO THE ACCEPTANCE
OR REJECTION OF NEW CURRICULAR IDEAS

Individual Characteristics
Innovation
Teachers

The purpose was to determine if twelve characteristics influenced teachers' acceptance or rejection of new curricular ideas. The investigator designed a teaching-score instrument containing 40 descriptive statements of innovative ideas and older, customary practices.

The researcher conducted a pilot study, then the instrument was used with 104 elementary teachers; 90 completed the instrument.

The study failed to show that the twelve characteristics investigated influenced the teachers' acceptance or rejection of new curricular ideas. 104 pp.

Order no. 70-3382

345. Jeter, Jan Thomason, Ph. D.
The University of Texas at Austin, 1972

[elem]

ELEMENTARY SOCIAL STUDIES TEACHERS' DIFFERENTIAL
CLASSROOM INTERACTION WITH CHILDREN AS A FUNCTION
OF DIFFERENTIAL EXPECTATIONS OF PUPIL ACHIEVEMENT

Expectation
High Achievers
Interaction
Low Ability Students
Teachers

The purpose was to explore differential teacher behaviors toward high- and low-achievement pupils. The subjects were ten female fourth-grade social studies teachers.

The results showed teachers to differ in their teaching behavior with respect to high- and low-expectation pupils on many variables. Highs had more total teacher-pupil contact than did lows; highs received both more process and product questions than lows; low-expectation pupils had more answers followed by no feedback than did highs; highs received more sustaining feedback after wrong answers; and low-expectation pupils received more criticism following wrong answers than did highs. 64 pp.

Order no. 73-7579

346. Melton, Lillian Virginia Sheppard, Ed. D.
Northeast Louisiana University, 1972

[elem]

AN ANALYSIS OF CLASSROOM INTERACTION IN ELEMENTARY
SOCIAL STUDIES CLASSES WHEN EITHER THE STUDENT
TEACHER OR THE COOPERATING TEACHER OR BOTH ARE TRAINED
IN INTERACTION ANALYSIS

Interaction Process Analysis
Student Teachers
Teacher Educators

The purpose was to analyze the interaction patterns in elementary social studies classes taught by student teachers when either the student teacher, the cooperating teacher, or both were trained in interaction analysis.

Forty-eight elementary education majors enrolled in student teaching were selected as subjects. Half the student teachers and half the cooperating teachers were randomly selected for training in interaction analysis. Four combinations of training were used.

Classroom interaction data were collected at the beginning and at the end of the student teaching assignment by cooperating teachers audiotaping more than one social studies lesson taught by each student teacher.

An analysis indicated that untrained student teachers with untrained cooperating teachers tended to develop as many indirect characteristics as student teachers who were trained in interaction analysis or who worked with cooperating teachers trained in interaction analysis. In effect, all student teachers significantly change their interaction patterns during their student teaching assignment. 179 pp.

Order no. 72-34,034

347. Range, Dale G., Ed. D.
Texas Tech University, 1971

[elem]

AN ANALYSIS OF THE PROBLEMS ENCOUNTERED BY SELECTED
TEXAS TECH UNIVERSITY GRADUATES IN TEACHING ELEMENTARY-
GRADE SOCIAL STUDIES

Problems
Programs
Student Teachers
Teacher Education
Teacher Qualifications

The primary purpose of this study was to identify problems that were encountered by selected Texas Tech University Graduates in teaching elementary social studies.

Eighty-six elementary teachers were included in the sample. All had less than two years public school teaching experience. All teachers completed a questionnaire, and 41 participated in tape-recorded, personal interviews.

The major problems mentioned in the interviews and the questionnaires were generally the same type. A majority of the problems encountered by the teachers resulted from a combination of factors including: a lack of or an inadequate course of study; a lack of suitable materials; and a lack of knowledge about materials, activities, and techniques for teaching social studies. 239 pp.

Order no. 71-25,632

348. Rhodes, Dan Devere, Ed. D.
University of Utah, 1971

[elem]

AN EVALUATION AND FOLLOW UP STUDY OF CURRICULUM
MODIFICATIONS DESIGNED TO TEACH THE CONCEPT OF
CAUSALITY IN HUMAN BEHAVIOR TO GRADE SCHOOL STUDENTS

Behavior Change
Concept Development
Evaluation
Followup Studies

The purpose of the study was to investigate the causal relationships between social studies teachers trained in causal orientation and their students.

The study concerned whether experimental teachers trained a few years before retained causal orientation and whether the training affected their students.

Eighteen teachers (nine experimental and eight control) and 453 students were involved.

Causal orientation of teachers was measured by classroom observations and the Edwards Personal Preference Schedule. Students were measured by a test designed to indicate causal orientation plus a behavior rating scale.

Results indicated that the causal orientation of teachers continued four years after training. The concept of causality was still being communicated to students. 83 pp.

Order no. 72-525

349. Roberts, Albert Henry, Ed. D.
Indiana University, 1970

[elem]

A STUDY OF THE METHODS AND TECHNIQUES USED BY
ELEMENTARY TEACHERS IN THE PROVINCE OF NEWFOUNDLAND
AND LABRADOR, CANADA, IN THEIR TEACHING OF SOCIAL
STUDIES

Administrative Personnel
Evaluation
Methods Courses
Teaching Methods

The purposes were to formulate an improved social studies program at the elementary school level in the Province of Newfoundland and Labrador, Canada, and to investigate the methods and techniques used by the province's elementary teachers in teaching social studies.

The sample included 839 teachers and 133 principals who responded to questionnaires.

It was found from these data that the certification level of elementary teachers is not a predictor of how often they will use certain methods and techniques in teaching social studies. Teachers who have had a methods course in teaching social studies employ a greater number of desirable methods than those who have never had such a course. Elementary teachers with more than five years teaching experience employ a greater number of desirable methods and techniques in teaching social studies than those with five years or less.
204 pp.

Order no. 70-25,216

350. Smith, William Roy, Ed. D.
The Pennsylvania State University, 1969

[elem]

A STUDY OF AUDIOVISUAL UTILIZATION IN THE ELEMENTARY
SCHOOL SOCIAL STUDIES METHODS COURSE IN THE PENNSYLVANIA
STATE COLLEGES

Audiovisual Aids
College Teachers
Methods Courses
Student Teachers

The purpose was to investigate the extent to which elementary social studies methods instructors encourage prospective teachers to utilize audiovisual materials in social studies teaching.

Thirty elementary social studies methods instructors and 200 beginning teachers participated in the study. The instructors were interviewed by the investigator. Data were collected from the 200 beginning teachers with a mailed questionnaire.

Discussion of audiovisual materials, rather than utilization or demonstration, appears to be the most prevalent mode of acquainting students with audiovisual materials. Beginning teachers do not use a wide variety of materials with a high degree of frequency in their social studies teaching. From 39 to 75 percent reported never using 11 of the media included in the questionnaire. Slightly more than 45 percent of the instructors felt their social studies methods course placed enough emphasis on audiovisual materials. 125 pp.

Order no. 70-13,886

351. Wayne, Jack I., Ed. D.
Wayne State University, 1968

[elem]

THE ROLE OF THE SCHOOL IN PREPARING STUDENT TEACHERS
TO HELP PUPILS THINK CRITICALLY

Critical Thinking
Questioning Techniques
Student Teachers
Teacher Educators

The purpose was an investigation of an elementary school's role in developing a joint program with a university which prepared student teachers to elicit critical thinking in pupils through questioning strategies.

The population consisted of a representative sample of 12 student teachers, 12 cooperating teachers, and their respective classes.

Cooperating teachers were submitted an opinionnaire. Student teachers were administered the Watson-Glaser Critical Thinking Appraisal at the beginning and end of study. They were also pre and posttested on their ability to develop questions which elicit critical thinking by children in a social studies unit. Video-taped classroom discussions were utilized to assess pupils' growth in critical thinking skills.

It was found that student teachers can decrease the number of memory or recall questions asked pupils. Without some kind of preparation program for cooperating teachers, the student teachers will not have the best student teaching experience. 185 pp.

Order no. 69-6088

352. Anctil, Donald Edward, Ed. D.
Utah State University, 1973

[sec]

DOGMATISM AND PHILOSOPHY: THEIR RELATION TO TEACHER
ACCEPTANCE AND UNDERSTANDING OF THE NEW SOCIAL STUDIES

Dogmatism
 Inservice Education
 Philosophy
 Projects
 Teachers
 Teaching Methods

The purpose was to investigate the relationship of two characteristics--dogmatism and educational philosophy--to teachers' acceptance and understanding of the new social studies.

The sample consisted of 222 secondary social studies teachers from three counties in the San Francisco Bay Area. Questionnaires utilized four measurement scales: Troidahl and Powell's Short Form Dogmatism Scale, Curran's Short Test of One's Educational Philosophy, and the researcher's own instrument which tested both teacher acceptance of the new social studies and teacher understanding of the new social studies rationales.

Results indicated that both degree of dogmatism and educational philosophy were significantly related to teacher acceptance and understanding of the rationales of the new social studies. 189 pp.

Order no. 73-5596

353. Anderson II, James Everett, Ph. D.
 The Ohio State University, 1971

[sec]

A STUDY OF SELECTED INNOVATIONAL COMPONENTS FOR THE
 PROFESSIONAL EDUCATION SEGMENT OF SECONDARY SOCIAL
 STUDIES TEACHER EDUCATION PROGRAMS

College Teachers
 Discovery Learning
 Innovation
 Inquiry Training
 Inservice Teacher Education
 Teacher Education

Among the purposes of this study was (1) to survey the desirability of selected innovational components for inclusion in the professional education segment of secondary social studies teacher education programs; and (2) to develop a comparative analysis of the two kinds of professional social studies educators surveyed, the secondary social studies teacher and the secondary social studies collegiate educator.

A random survey was made of 500 secondary social studies collegiate educators and 700 practicing secondary social studies teachers. Participants were administered a questionnaire.

As viewed by the respondents, the single most needed innovation in secondary social studies methods is the teaching of process-oriented lessons involving reflection, inquiry, discovery, and problem-solving as the major approaches. Knowledge of adolescent behaviors and personalities and the ability to maintain effective classroom management were considered as the two most important factors in secondary social studies teaching. 193 pp.

Order no. 72-4411

354. Atkins, John Paul, Ed. D.
The University of Tennessee, 1968

[sec]

INSERVICE EXPERIENCES FOR SECONDARY SOCIAL STUDIES
TEACHERS IN SELECTED PUBLIC SCHOOL SYSTEMS IN TENNESSEE

American History
Citizenship
Inservice Education
Supervisors
Teachers

The purpose was to identify and evaluate certain aspects of inservice educational programs for secondary social studies teachers in representative parts of Tennessee.

Criteria were developed for evaluating inservice experiences. Questionnaires were sent to 23 school systems.

Larger school systems observed more of the criteria than did the smaller school systems. The data indicated that most of the school systems in the study employed less than 50 percent of the criteria. It was concluded that inservice social studies programs did not affect teacher behavior.

Most effort was directed toward improving instruction in economics and American history and strengthening treatment of basic issues at the junior and senior high school levels. 238 pp.

Order no. 69-7134

355. Austin, Daniel Lee, Ph. D.
University of Kansas, 1971

[sec]

AN EXPERIMENT USING SELECTED FENTON READINGS AND
FILMS TO IDENTIFY OBSERVABLE CHANGES IN QUESTIONING
LEVEL ATTAINMENT AND QUESTIONING ERRORS BY SOCIAL
STUDIES STUDENT TEACHERS

Concept Formation
Films

Inquiry Training
Questioning Techniques
Student Teachers

The purpose was to determine if Fenton's proposals for using the inquiry approach in the classroom were effective in improving student teachers' use of the technique. Fenton's *Teaching the New Social Studies in Secondary Schools* and his five films demonstrating the inquiry process were used. Questioning level attainment and sequential questioning errors were the two behaviors observed and analyzed.

Classroom dialogue was tape-recorded during the first two weeks and the last two weeks of the student teaching program. During the middle week of the program teachers in the experimental group received the Fenton readings and films. Each day these teachers discussed the questions accompanying each chapter and saw the film dealing with the substance of the assigned chapter.

No significant differences were found between the two groups.
248 pp.

Order no. 72-11,726

356. Bachus, Gordon Scott, Ed. D.
University of Arkansas, 1972

[sec]

AN ANALYSIS OF THE ACADEMIC PREPARATION, TEACHING
ASSIGNMENT, AND PROFESSIONALISM OF SELECTED
SOCIAL STUDIES TEACHERS IN SECONDARY SCHOOLS OF
ARKANSAS

Academic Education
Professional Associations
Teacher Background
Teacher Education
Teacher Placement

The basic purpose was to study the academic preparation of social studies teachers and their teaching assignments.

Data were obtained from 60 social studies teachers selected from a stratified random sample of secondary schools in Arkansas. A questionnaire and an attitude scale were used to obtain the data.

Analysis of the data revealed these findings: (1) social studies teachers in Arkansas secondary schools were not adequately prepared; in terms of college course work, in the broad area of social sciences; (2) many social studies teachers were teaching courses which did not correspond with their academic background; (3) a teacher's attitude toward his subject matter becomes more positive as he takes

more academic hours; (4) the standards established by the state agency for certification of social studies teachers fell short of those recommended; (5) there were more assignments requiring three and four preparations given to teachers in smaller schools than to teachers in larger schools; and (6) Arkansas social studies teachers ranked poorly in holding memberships in professional organizations and in reading professional journals and other related material. 164 pp.

Order no. 72-29,654

357. Burke, Roger Paul, Ed. D.
University of California, Los Angeles, 1969

[sec]

INSTRUCTIONAL-IMPROVEMENT BEHAVIORS OF SOCIAL
STUDIES DEPARTMENT CHAIRMEN IN SECONDARY SCHOOLS

Critical Incidents Method
Leadership Responsibility
Teachers

The study was to identify the instructional leadership behaviors of secondary social studies chairmen. Social studies teachers were asked to cite critical incidents of either effective or ineffective instructional leadership behaviors on the part of their chairman.

One hundred thirty-seven teachers responded offering 216 incidents of instructional leadership behaviors. Teachers considered a chairman effective when he performed as follows: maintained organization communication; secured essential services from individuals; formulated purposes and objectives; managed; and scheduled. 134 pp.

Order no. 70-2192

358. Burton, Jodie Lee, Ed. D.
University of Georgia, 1972

[sec]

PATTERNS OF SUBJECT MATTER PREPARATION OF HIGH
SCHOOL SOCIAL STUDIES TEACHERS

Academic Standards
History
Preservice Education
Teacher Education
Teacher Qualifications

The study is basically a historical study of recommendations for preservice subject matter preparation of high school social studies teachers.

A study of 676 college and university programs revealed that in every size college and university two categories--specialized coverage and specialized coverage plus core coverage--accounted for the majority of the patterns. The most common pattern for state certification was to certify only core prepared applicants to teach social studies.

A questionnaire survey of social science education students, high school social studies teachers, high school principals, and social studies supervisors, was made to determine their recommendations. The four groups significantly favored core preparation. 266 pp.

Order no. 72-34,047

359. Chapman, Mildred Stratton, Ed. D.
University of Kentucky, 1962

[sec]

THE COMPETENT TEACHER OF THE SOCIAL STUDIES IN
SECONDARY SCHOOLS

Teachers
Teacher Qualifications
Teaching Skills

The purpose was to review the professional literature related to competency in the teaching of social studies and to articulate the findings with carefully identified segments of competency in current practice. Included are detailed vignettes describing nine of the 18 social studies teachers who were labeled outstanding in the tristate area of Kentucky, Indiana, and Ohio.

Conclusions are drawn from the findings. 276 pp.

Order no. 69-18,817

360. Curtin, John Charles, Ph. D.
University of California, Berkeley, 1969

[sec]

HISTORICAL RELATIVISM AS A BASIS FOR TEACHER
EDUCATION IN SOCIAL STUDIES FOR THE SECONDARY SCHOOL

Inquiry Training
Junior High Schools
Relativity
Teacher Education

The dissertation attempted to create an identity for historical relativism within teacher education programs which prepare social studies teachers for junior and senior high schools. That identity is seen as a heretofore unexploited yet relevant and theoretical fact of the new social studies. The investigator concludes that

historical relativism is a powerful basis for teacher education in social studies. 213 pp.

Order no. 70-17,540

361. Gray, Jr., Charles Erwin, Ed. D.
University of Illinois, 1968

[sec]

VALUE EDUCATION OUTCOMES: IMPLICATIONS FOR THE
SOCIAL STUDIES METHODS COURSE

Inquiry Training
Methods Courses
Preservice Education
Values

The study concentrated on the following two tasks: (1) to clearly identify a set of socially relevant and logically sound value-related educational tasks for the social studies; and (2) to delineate the precise function of the social studies methods course in preparing prospective teachers to effectively implement such tasks in the secondary school social studies classroom.

The study outlines a set of 15 educational outcomes appropriate for a value-oriented program in the social studies. The study proposes a basic organizational framework for a methods course in which certain types of substantive content would be emphasized. The approach would provide prospective teachers with the educational experiences most likely to prepare them to deal effectively with values and value-inquiry in the social studies classroom. 158 pp.

Order no. 69-10,715

362. Hogg, James Henry, Ed. D.
The Pennsylvania State University, 1971

[sec]

COGNITIVE DEVELOPMENT OF VERBAL BEHAVIOR BY STUDENT
TEACHERS OF SOCIAL STUDIES

Cognitive Development
Inquiry Training
Observation
Student Teachers
Verbal Development

The purpose was to determine the effect of a cognitive verbal awareness training program on the verbal development of student teachers as evidenced by what they said in the classroom.

A total of 24 secondary social studies student teachers were

divided equally between treatment and control groups. All teachers were observed six times during the first three weeks of teaching. The treatment group was then given ten hours of training in cognitive verbal awareness. Following the training, all were again observed six times.

The verbal awareness program had a positive and significant effect on the number of thought units used. 159 pp.

Order no. 72-13,870

363. Johnson, Lynn Elliot, Ed. D.
The University of Nebraska, 1969

[sec]

AN ANALYSIS OF THE PREPARATION OF SECONDARY SCHOOL
SOCIAL STUDIES TEACHERS IN SELECTED COLLEGES AND
UNIVERSITIES OF THE NORTH CENTRAL ASSOCIATION

Academic Education
Preservice Education
Student Teachers
Teacher Qualifications

The purpose was to determine characteristics of the preservice programs for secondary school social studies teachers in selected colleges and universities.

Ninety-three schools in the North Central Association of Colleges and Secondary Schools were involved. A questionnaire was sent to each institution to gather data on its teacher education program. Catalogues or bulletins were also used, and visits were made to ten schools.

Approximately 90 percent of the schools adequately provide for a depth study in at least one social science discipline, but less than half require two or more social sciences to accompany the depth study. The behavioral sciences, especially anthropology, do not receive sufficient emphasis in the academic preparation of secondary social studies teachers. Actual contacts and informal activities for prospective teachers with high school youth are extremely limited. 225 pp.

Order no. 70-4660

364. Jones, Countney Leonard, Ed. D.
University of Virginia, 1969

[sec]

THE PERCEPTIONS OF SEVENTH GRADE ENGLISH-SOCIAL STUDIES-
GROUP GUIDANCE TEACHERS IN FAIRFAX COUNTY, VIRGINIA,
REGARDING GUIDANCE IN THEIR UNIT PROGRAM

Guidance
 Individual Characteristics
 Junior High Schools
 Sex Differences
 Teachers

The purpose was to determine perceptions of seventh-grade, English-social studies group guidance teachers in Fairfax County, Virginia, regarding guidance in their unit program.

A questionnaire was administered to all seventh grade ESG teachers in Fairfax County. Usable questionnaires totaled 159 or 94.8 return.

Overall, the total group viewed the guidance concepts in a positive manner. Female teachers perceptions were consistently more positive than male perceptions on both the issue and person concepts. Eighty-eight percent of the respondents indicated that they fused guidance with the teaching of English and social studies rather than teaching guidance as a separate unit. 120 pp.

Order no. 70-8051

365. Jones, Richard John, Ed. D.
 The Pennsylvania State University, 1971

[sec]

COMPARATIVE CAREER ORIENTATIONS OF BEGINNING MALE
 MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND ENGLISH
 TEACHERS

Career Change
 Career Choice
 Teacher Attitudes
 Teacher Characteristics
 Teacher Employment

The purpose of this study was to discover if certain personal and social factors are related to selected career pattern features of male secondary teachers in specified subject areas.

The study's population included 1,212 male beginning teachers whose college studies prepared them for teaching mathematics, science, social studies, or English in the public schools of Pennsylvania. A total of 713 responded to the questionnaire and follow-up inquiries.

The following three relationships were found to be statistically significant. Employed mathematics and science teachers are more likely to pursue graduate studies within their present subject fields than employed social studies and English teachers. Social studies and English teachers are more likely to change to another field of specialization in advanced studies, still staying within

education. Unemployed mathematics and science teachers are more likely to choose graduate study programs outside of education than unemployed social science and English teachers.

The evidence suggested that social studies and English teachers are more education oriented, but less subject centered than mathematics and science teachers. 101 pp.

Order no. 72-13,877

366. Marker, Gerald Wayne, Ed. D.
Indiana University, 1970

[sec]

TEACHER DOGMATISM AND ITS IMPACT UPON THE POLITICAL
ATTITUDES OF STUDENTS

Attitudes
Civics
Dogmatism
New Social Studies Materials
Teachers

The purpose was to determine the extent to which teacher dogmatism impaired the achievement of political attitude objectives in an inquiry civics course.

The Rokeach Dogmatism Scale was administered to 40 teacher participants at the beginning of a seven-week civics institute. The ten teachers with the highest scores were designated the high dogmatic (HD) teachers and the ten teachers with the lowest scores were designated the low dogmatic (LD) teachers. Their students were taught the experimental civics course, American Political Behavior.

Students were administered an attitude scale during the first and last weeks of the school year. Comparisons were made to determine the extent to which the two student groups varied from the norms of the entire group of students who were taught the same course by the entire group of pilot teachers.

LD teachers were significantly more successful than HD teachers in increasing the political interest of their students. LD teachers tended to be most able to increase their student's political toleration and interest and least able to increase their sense of political efficacy. HD teachers tended to be most able to increase their students' sense of political efficacy and political pluralism and least able to reduce their political cynicism. Other differences were also noted.

It was concluded that a teacher's cognitive style can increase or reduce the effectiveness of inquiry-type civics materials, depending upon the type of attitude that is the subject of instruction.

Certain types of student attitudes appear to be more influenced by one type of teacher than by another. 265 pp.

Order no. 70-23,372

367. McCain, Alonzo Earl, Ed. D.
University of Northern Colorado, 1972

[sec]

AN ANALYSIS OF KNOWLEDGE-RELATED VARIABLES IN-
FLUENCING THE EFFECTIVENESS OF AMERICAN HISTORY
TEACHERS

American History
Evaluation
Preservice Education
Teacher Education

The study was designed to test the assumption that academic preparation in American history is more significantly related to teacher effectiveness than are the variables of grade point average achieved in American history, knowledge of the subject, experience in teaching the subject, and mental ability.

Data was collected from 34 persons assigned to teach high school American history.

Teacher effectiveness was measured by pupil responses to the Oklahoma A. and M. Rating Scale for Instructors, academic preparation, and American history grade point averages calculated from college transcripts. The Crary American History Test and the Otis Quick-Scoring Mental Ability Test served as measures of subject knowledge and mental ability.

The general conclusion was made that knowledge-related variables are not reliable predictors of effectiveness in teaching American history. 125 pp.

Order no. 73-291

368. McCulloch, Max Preston, Ed. D.
Texas Tech University, 1971

[sec]

THE EFFECTIVENESS OF SELECTED PERSONALITY VARIABLES IN
PREDICTING PERFORMANCE OF SECONDARY SOCIAL STUDIES
TEACHERS

Performance
Personality Assessment
Student Teachers
Teacher Education

The purpose of this study was to determine the predictive relationship between selected personality characteristics and the performance of social studies teachers.

Thirty-seven secondary social studies student teachers volunteered to participate in the study. The Sixteen Personality Factor Questionnaire, the Commitment Factor Questionnaire (designed by the researcher), and the Evaluation of Student Teaching were given each participant.

The conclusions were that a moderate predictive relationship existed between student teachers' scores on the Sixteen Personality Factor Questionnaire and their performance in student teaching. The predictive relationship between commitment to social studies teaching and performance in student teaching was negligible. 84 pp.

Order no. 71-25,628

369. Merwin, William Charles, Ed. D.
University of Georgia, 1972

[sec]

THE EFFECTIVENESS OF SELF-INSTRUCTIONAL MODULES IN
PREPARING SECONDARY-SCHOOL SOCIAL STUDIES TEACHER-
TRAINEES TO PLAN, QUESTION, AND TEST FOR HIGHER
COGNITIVE PROCESSES

Independent Study
Planning
Questioning Techniques
Student Teachers

Four self-instructional modules were designed to enable the teacher trainees to develop performance competencies in basic teaching skills and concepts (planning, questioning, and testing) while having only limited contact with a course instructor in the traditional college classroom setting.

Forty social studies teacher trainees were blocked into 20 equivalent pairs and randomly assigned to treatment groups. The experimental group completed four self-instructional modules, and the control group completed 21 hours of conventional classroom instruction.

The data indicated statistically significant differences between the control and experimental groups on the four achievement subtests and on the three dependent variables related to the cognitive quality of the student teachers' instruction. The experimental group also found the modules to be an enjoyable and effective device for developing understandings and skills in planning, questioning, and testing. 399 pp.

Order no. 73-5742

370. Miller, James R., Ph. D.
Kent State University, 1969

[sec]

A DESCRIPTIVE SURVEY OF THE SOCIAL BACKGROUND AND THE
PREPARATION OF SECONDARY SCHOOL SOCIAL STUDIES
TEACHERS IN OHIO: 1967-68

Academic Performance
Social Sciences
Socioeconomic Status
Teacher Qualifications

The major purpose was to secure and analyze data concerning the background and preparation of secondary school social studies teachers in Ohio.

Usable questionnaires were obtained from 690 teachers, a 61.6 percent return.

It was found that social studies teachers are more frequently the sons and daughters of skilled and unskilled workers than of other occupational groups. These teachers tend to remain in or close to their home community. Social studies teachers lack a strong professional consciousness as measured by membership in selected organizations and reading habits. Teacher preparation in several of the social sciences is notably weak. 311 pp.

Order no. 70-5963

371. Morris, John Ellis, Ed. D.
The University of Mississippi, 1969

[sec]

VALUES OF HIGH SCHOOL SOCIAL STUDIES TEACHERS IN MISSISSIPPI:
A STUDY OF ATTITUDES TOWARD CONTEMPORARY ISSUES AND THEIR
IMPLICATIONS FOR THE SOCIAL STUDIES CURRICULUM

Attitudes
Citizenship
Teachers
Values

The main purpose was to determine the values to which Mississippi public high school social studies teachers express commitment.

A 100 item Opinion Survey Form was constructed and mailed to 150 randomly selected social studies teachers in Mississippi public high schools. About 75.3 percent of the respondents returned the questionnaire.

A review of the literature indicates that the majority of the teachers' replies were consistent with what might be expected if a similar survey of the national community were taken. Some

differences were found, primarily on values relating to acceptance of all persons equally, individual responsibility for personal conduct, and education for effective citizenship. There were some contradictions in expressed values, particularly with regard to classroom practices and human nature. 321 pp.

Order no. 70-11,493

372. Parnell, Ralph Erskine, Ed. D.
Auburn University, 1972

[sec]

A FOLLOW-UP STUDY OF THE 1966-1970 SOCIAL SCIENCE
SECONDARY EDUCATION GRADUATES OF JACKSONVILLE STATE
UNIVERSITY

Followup Studies
Student Teachers
Teacher Education

The purpose of this study was to evaluate the social science teacher preparation program at Jacksonville State University. Data were from questionnaires completed by 164 graduates.

Significant findings included: (1) student teaching was the most valuable preparation experience of the graduates; (2) in the general education program, the most valuable areas of study for the respondents were psychology, instructional media, and English composition; (3) the social science program received the highest rating, the general education program was rated second highest, and the professional education program received the lowest rating; (4) the social science courses of greatest value were those dealing with American history; (5) the two recommendations most frequently mentioned for improving the social science program were to require courses in economics, geography, and sociology and to offer more courses in Asian, African, and Latin American history. 116 pp.

Order no. 72-23,624

373. Phillips, Jr., William Edgar, Ed. D.
West Virginia University, 1972

[sec]

THE EFFECT OF A VIDEO TAPED MODELING PROCEDURE ON THE
VERBAL QUESTION PHRASING PRACTICES OF SECONDARY SOCIAL
STUDIES STUDENT TEACHERS

Questioning Techniques
Student Teachers
Teacher Education

The study was to determine the effects of a perceptual modeling concept, presented during the pre-student teaching experience, on a

specific verbal behavior of social studies student teachers during their student teaching experience.

The 36 subjects in the sample were students enrolled in a social studies methods course. Those enrolled the first semester served as the experimental group while those enrolled during the second semester served as the control group.

The experimental group instruction which used a modified Gallagher and Aschner questioning category system was presented via video tape, prepared handouts, and discussion. The control group received an equivalent four periods of time, but instruction included only prepared handouts, discussion, and other verbal means.

It was found that the experimental group asked a higher proportion of low-level questions and a lower proportion of high-level questions than the control group. These results were inconsistent with results of other research in this area. 158 pp.

Order no. 73-828

374. Pinney, Robert Harry, Ed. D.
Stanford University, 1969

[sec]

PRESENTATIONAL BEHAVIORS RELATED TO SUCCESS IN TEACHING

Interaction
Interns
Junior High Schools
Nonverbal Communication
Verbal Communication

The study was specifically intended to identify correlates of successful teaching as they might exist in the presentation behavior of pre-intern teachers. Presentation was defined as the verbal and nonverbal behaviors used by the teacher when presenting previously organized content.

The sample was drawn from 56 Stanford University pre-interns who each taught one of six predetermined social studies or English lessons to 25 eighth- and ninth-grade students. Each student took an appropriate 20-item, multiple-choice comprehension test. From these scores, eight high-scoring and eight low-scoring teachers formed a subsample; this process was repeated again, forming a total sample of 16 high-scoring and 16 low-scoring teachers.

The results indicated that the behaviors related to success in one sample are different from those in the other, with the result that few behaviors discriminated high-scoring from low-scoring teachers when the two samples were combined. Despite these differences, it seems the high-scoring teachers conveyed the essential points of the lessons by emphasizing them through frequent use of repetition,

verbal statements of importance, and/or reinforcement of pupil response³. These verbal emphases were often accompanied by various nonverbal behaviors. 353 pp.

Order no. 70-10,552

375. Prince, Robert Emmett, Ph. D.
University of Maryland, 1971

[sec]

APPLICATION OF SELECTED SOCIAL STUDIES CURRICULUM
PROJECTS AND SELECTED TEACHING STRATEGIES BY STUDENT
TEACHERS IN MARYLAND SECONDARY SCHOOLS

Inquiry Training
Instruction
Methods Courses
Student Teachers
Teacher Education
Teacher Educators

The purpose was to test the relationship between exposure to selected University of Minnesota Project Social Studies materials in methods courses and use of these selected projects in the student teaching situation. In addition, the investigator explored whether student teachers used selected teaching strategies in the student teaching situation.

A questionnaire was mailed to student teachers, and a modified form of the questionnaire was mailed to cooperating teachers and methods course instructors.

The data partially supported the two main hypotheses. However, many student teachers and cooperating teachers do not seem to be aware of what materials constitute Project Social Studies. The cooperating teacher is probably far more influential in determining which materials and techniques are utilized by the student teacher than is the methods course.

Methods course instructors seem to provide little exposure or practice with the selected social studies materials, but they provide opportunities for direct student involvement in using selected teaching strategies within the methods courses. 270 pp.

Order no. 72-13,716

376. Randall, Robert Wesley, Ed. D.
University of Kentucky, 1972

[sec]

THE EFFECTS OF VIDEOTAPED MICROTEACHING ON THE SELF
CONCEPTS OF SOCIAL STUDIES STUDENT TEACHERS

Self Concept
 Student Teachers
 Video Tape Recordings

The study explored whether videotaped microteaching produced any changes in the self-concepts of 60 social studies teacher trainees who were college seniors completing the requirements for secondary certification.

The 60 student teachers were randomly assigned to either the fully experimental group, the experimental group receiving no pretest, or the control group. At the end of the videotaped microteaching experience, all three groups completed the first posttest; following the student teaching experience, all groups were given the second posttest. The measurement instrument used was the Tennessee Self Concept Scale from which 17 test scores were selected to measure self-concept change.

It was concluded that the videotaped microteaching changed a student teacher's self-concept by increasing his willingness and ability to criticize himself and to accept criticism from others. Therefore, videotaped microteaching was judged advantageous to the development and training of student teachers because it had a positive effect on participants' self-concepts. 133 pp.

Order no. 72-29,290

377. Robertson, James Rice, Ed. D.
 Utah State University, 1969

[sec]

TEACHING STYLES, TEACHER ATTITUDES AND THE NEW
 SOCIAL STUDIES

Attitudes
 Inquiry Training
 Projects
 Teachers

The purpose was to examine teacher manifest need patterns which seem prerequisite to successful implementation of the new social studies programs.

Every male social studies teacher in 12 secondary schools and the male social studies teachers of the Utah State University Social Science Institute were asked to complete the Edwards Personal Preference Schedule (EPPS). In all, 62 Utah teachers and 15 institute teachers cooperated in the study.

The conclusions were that social studies teachers in the study tended to be socially motivated. The two groups of social studies teachers were similar in their need patterns. Evidence indicated that the manifest need patterns of the selected social studies

teachers should not preclude the successful implementation of the new social studies programs. 89 pp.

Order no. 70-2444

378. Rosenshine, Victor Barak, Ph. D.
Stanford University, 1968

[sec]

BEHAVIORAL PREDICTORS OF EFFECTIVENESS IN EXPLAINING
SOCIAL STUDIES MATERIAL

Effective Teaching
Student Reaction
Teachers

The purpose was to determine which objectively measured behaviors discriminate between successful and unsuccessful explanations of social studies material.

Subjects were 40 twelfth-grade social studies teachers who taught their students two 15-minute lessons on successive days; the first lesson was on Yugoslavia, the second on Thailand. Effectiveness of explanation was measured by the students' adjusted mean score on a common ten-item comprehension test of the main ideas covered in the explanation. The adjustment was based on two predictor variables: (1) the mean level of student ability in each class as measured by scores on a test following an audiotape-recorded lecture on Israel, and (2) a measure of the relevance of lecture material to the criterion questions.

The five most and the five least effective teachers in explaining Thailand material were used as a cross-validation group. Three categories were found to discriminate between the high-scoring and low-scoring lectures: (1) high lectures contained more explaining links; (2) high lectures had a greater frequency of rule-example-rule discourse; and (3) high lectures contained more movements to the right and left, more gestures, and more time spent in gesturing. 426 pp.

Order no. 69-281

379. Shinn, Ronald, Ph. D.
University of California, Berkeley, 1969

[sec]

THE EFFECTS OF SENSITIVITY TRAINING ON ORAL
COMMUNICATION COMPETENCE AMONG SECONDARY SCHOOL
SOCIAL STUDIES STUDENT TEACHERS

Communication (Thought Transfer)
Sensitivity Training
Student Teachers

The purpose was to demonstrate the effectiveness of sensitivity training on secondary social studies student teachers in improving verbal communication skills.

Twenty-two secondary school social science teacher trainees participated; all were randomly picked and assigned to experimental and control groups.

The treatment, small group sensitivity oriented teacher training, was devised by the investigator to be used with preservice teachers. It consisted of eight- to ten-minute encounters with five pupils and the teacher trainee. Teacher trainees evaluate their own videotaped performances with an instrument devised for this purpose.

The experimental group did significantly better on the following key items: asks a student to restate the directions; asks a different student to restate the directions; polls the class; uses further clarification *vis-à-vis* metaphors, analogies, and experiences; states the objectives of the task to the students; and has better oral language presentation abilities.

The number of pupils who did not perform the pretest task correctly but who did succeed on the posttest was not significantly different for the experimental and the control group. 126 pp.

Order no. 70-6223

380. Silvis, Robert Lee, Ed. D.
University of the Pacific, 1972

[sec]

TEACHER INFLUENCE UPON ECONOMIC AND CIVIL LIBERTIES
ATTITUDES OF HIGH SCHOOL STUDENTS

Attitudes
Civil Liberties
Socioeconomic Status
Teachers

The primary purpose was to measure the influence of high school social studies teachers upon the economic and civil liberties attitudes of their twelfth-grade students. Peer group, sex role, and social class influences were also measured.

The sample included 19 teachers and 487 students in a metropolitan area. Questions were drawn from the Centers' Conservatism-Radicalism Battery and the Purdue Opinion Panel's Anti-Democratic Scale. These questions were then used for pre and posttests.

Posttest scores indicated that both teachers and peers exerted statistically significant influence in changing students' economic

and civil liberties attitudes. This finding tended to be true even when the teacher and peer groups were initially more conservative or more liberal than an individual student. 154 pp.

Order no. 72-25,742

381. Thomas, Edward Lee, Ed. D. [sec]
Mississippi State University, 1972

THE EFFECT OF TRAINING IN FLANDERS' INTERACTION
ANALYSIS ON THE TEACHING PATTERNS OF STUDENT
TEACHERS IN SOCIAL STUDIES AT MISSISSIPPI STATE
UNIVERSITY

Interaction Process Analysis
Student Teachers
Teacher Education

The purpose of this study was to explore the teaching patterns of secondary education students in social studies in order to determine the influence of Flanders' Interaction Analysis on teaching patterns in an actual classroom situation.

Sixty student teachers were selected as subjects. The experimental group of 30 received four hours of training in Flanders' Interaction Analysis while the control group received no training with the instrument. All 60 student teachers were observed for ten to 15 minutes during a classroom discussion period.

From data collected it was concluded that student teachers with training in Flanders' Interaction Analysis talked more in the classroom than student teachers without the training. The findings indicated that training with Flanders' Interaction Analysis may cause student teachers to use systems with which they feel more secure--systems such as lecture, giving directions, and criticism. 69 pp.

Order no. 73-161

382. Baker, Jr., Milton Robert, Ph. D. [gen]
The University of Michigan, 1969

TRAINING PROSPECTIVE SOCIAL STUDIES TEACHERS IN
ASPECTS OF THE INQUIRY METHOD: THE EFFECTS OF
DIFFERENT MODELS ON A TRAINEE'S ATTITUDES, INTENTIONS,
AND BEHAVIORS

Attitudes
Behavior Patterns
Inquiry Training
Interaction Process Analysis
Student Teachers

The study explored the relationships between the attitudes, behavioral intentions, and displayed behaviors of teacher trainees who acted as their own sources of feedback. Twenty-eight members of a social studies methods course, taught by the researcher, comprised the experimental group. Students in four methods courses of other academic areas served as control groups.

Only members of the experimental group had the experience of teaching a 15-minute lesson to five ninth graders one week after administration of the ITS and the MTAI. After their second teaching experience members of the experimental group were assigned at random to one of three groups.

One group was exposed to teacher models displaying inquiry behaviors compatible to those used by the methods course instructor. The second group was exposed to teacher models displaying traditionally oriented behaviors not compatible to those used by the methods course instructor. The third group was exposed to no teacher models. After four hours of exposure, the trainees completed both the MTAI and the ITS and had their third teaching experience.

The findings indicate that behaviors change without a corresponding change in intentions or attitudes. A teacher trainee, without explicit directions or instructor feedback, is able to modify his pattern of displayed behavior to approximate that of this methods course instructor. Susceptibility to the imitation of teacher models can be seen in the direction of change when change occurs. 228 pp.

Order no. 70-14,466

383. Bean, Bryant Chapman, Ed. D.
Boston University of Education, 1971

[gen]

A STUDY OF EXISTING AND DESIRED SUPERVISORY PRACTICES
DURING STUDENT TEACHING OF ENGLISH AND SOCIAL STUDIES
IN MAINE

College Supervisors
Preservice Education
Student Teachers
Supervision
Teacher Education

The purposes of this study were (1) to evaluate the extent to which 40 supervisory practices are used with student teachers; and (2) to ascertain what changes in these practices are desired by the college supervisors, supervising teachers, and student teachers.

Data for the study were supplied by 156 interviewed respondents. This random sample was taken from student teachers, their college

supervisors, and supervising teachers in 12 Maine student teaching programs.

The replies from English and social studies student teachers indicated they were dissatisfied in these areas: (1) the development of classroom teaching procedures; (2) the selection and use of a variety of teaching materials; and (3) the organization of lessons and instructional units to correspond with the maturation and understanding of pupils.

Replies from college supervisors indicated a lack of communication with supervising teachers and student teachers. Supervising teachers recognized the above problems but not to the extent indicated by student teachers. All groups agreed that supervisory improvements were needed. 408 pp.

Order no. 71-26,674

384. Bennett, Margaret Ann, Ed. D.
North Texas State University, 1971

[gen]

EFFECTS OF PARTICIPATION IN THE TABA IN-SERVICE
EDUCATION PROGRAM ON TEACHERS' SELF CONCEPT, ATTITUDE,
AND SELECTED PERSONALITY CHARACTERISTICS

Attitudes
Inservice Teacher Education
Personality
Self Concept
Teachers

The purpose was to evaluate the effects of participation in the Hilda Taba In-Service Education Program on teachers' self-concept, attitude, and selected personality characteristics.

Subjects were 87 inservice teachers in a large suburban school district who volunteered to participate in the Taba Program. Four instruments were administered: Tennessee Self Concept Scale, Minnesota Teacher Attitude Inventory, Guilford-Zimmerman Temperament Survey, and Rokeach Dogmatism Scale.

Analysis of the data showed that for the variables of teacher self-concept, attitude, and personal relations there was a significant difference at the .01 level between mean scores of teachers who participated in the Taba Program and mean scores of teachers who did not participate. There was no significant difference in the mean scores of these groups for the variables of teacher objectivity, thoughtfulness, and dogmatism. 105 pp.

Order no. 72-4062

385. Besonen, Philip John, Ed. D.
Brigham Young University, 1972

[gen]

AN ANALYSIS OF SOCIAL SCIENCE REQUIREMENTS IN THE
PREPARATION OF SOCIAL STUDIES TEACHERS WITH A
COMPARISON OF RANDOMLY SELECTED AND SOCIAL STUDIES
LEADER TEACHER TRAINING INSTITUTIONS

History
Teacher Education
Teacher Qualifications

The study analyzed the social science requirements in the preparation of social studies teachers. Comparisons were made between the requirements of 60 randomly selected institutions and 15 social studies leader institutions. Leader institutions were identified through specified criteria.

Social studies programs with a history core were predominant. Programs at both groups of institutions were most deficient in (1) having adequate supporting areas; (2) requiring courses on the non Western world, urban affairs, and ethnic studies; (3) requiring course work in interdisciplinary social science; and (4) providing instruction in the structure and modes of inquiry used in individual social sciences. Social studies leader institutions usually offered a greater variety of social studies core areas, and history was not as dominant a factor in nonhistory core programs. 274 pp.

Order no. 72-32,642

386. Carter, Joe Luther, Ph. D.
University of Illinois at Urbana-Champaign, 1971

[gen]

ANALYSIS AND PROBLEMS OF EXPLANATION IN SOCIAL
STUDIES CLASSROOMS

Interaction
Problems
Teachers
Verbal Communication

The purpose of the study was to investigate the way teachers in public schools were handling explanations of social phenomena.

One focus was to select, delineate, and modify models of explanation thought to be applicable in explaining social phenomena. A second focus was to excerpt examples of elicited explanations from tapes of social studies classes. A third focus was to analyze the collected explanations in terms of the selected models of explanation.

The excerpting procedure produced 78 requests for explanation. Many of the teachers in the sample were never asked for an explanation. Forty-nine percent of the class periods were without any request for explanations, and 22 of the teachers produced 78 percent of the requested explanations. Explanations offered either by teachers or by students in the study were rarely challenged. 111 pp.

Order no. 72-12,116

387. Chalker, Joan Woods; Ed. D.
University of Pennsylvania, 1972

[gen]

A STUDY, USING INTERACTION ANALYSIS, OF THE RELATIONSHIP
BETWEEN TEACHER DOGMATISM AND THE REFLECTIVE METHOD
OF TEACHING SOCIAL STUDIES

Attitudes
Dogmatism
Inquiry Training
Interaction Process Analysis
Teachers

The purpose was to investigate the social studies teacher's dogmatism and his employment of reflective teaching behaviors.

Criterion behaviors for reflective teachers were drawn from Hunt and Metcalf's *Teaching High School Social Studies* while the University of Pennsylvania Interaction Analysis System was selected as an appropriate device for measuring these behaviors.

The subjects were ten suburban social studies teachers who scored either in the highest or lowest quarter of 178 teachers completing the Dogmatism Scale (Form E) and taught students of average scholastic ability. One class of each teacher was tape-recorded on three separate occasions over a three-week period.

Analysis of these data revealed statistically significant differences supporting the theory that teachers low in dogmatism surpass those high in dogmatism in the following reflective teaching behaviors: (1) establishing an intellectually permissive classroom atmosphere; (2) encouraging student initiation and participation in class discussions; (3) clarifying and expanding class discussion; (4) respecting student opinions; (5) avoiding the use of ridicule and sarcasm with students; and (6) insuring students an opportunity to express themselves.

Analysis of the data offered support for the conclusion that teachers low in dogmatism are more reflective in their teaching behavior than those high in dogmatism. Teachers low in dogmatism not only excelled in behaviors characteristic of reflective teachers but were also identified by interaction analysis ratios as "indirect," suggesting that there is a relationship between reflective and indirect

teaching behavior. 211 pp.

Order no. 72-24,175

388. Dewey, Carlyle Conrad, Ph. D.
University of Minnesota, 1972

[gen]

A STUDY OF MAJORS IN SELECTED SOCIAL SCIENCES WITH
RESPECT TO POLITICAL ACTIVISM, IDEOLOGY, AND RELATED
CHARACTERISTICS

Activism
College Majors
College Students
Individual Characteristics

One purpose was to determine whether activists are the privileged and superior students described in the literature when political ideology is controlled. Other purposes were to note the family background characteristics of seniors in selected social sciences and to determine the students' reasons for selecting their major field, plans for the future, attitudes toward field of study, and political ideology and activism.

A questionnaire was mailed to all seniors in economics, political science, and sociology at the University of Minnesota. Completed forms were received for 324 persons or 70.1 percent of those queried.

It was found that family background, attitudes toward field of study, political ideology and activism, and plans for the future relate and interact in different ways for men than for women in selected fields. Students within different major groups exhibited varying characteristics; political scientists displayed the most goal orientation and sociologists the least. Sociologists also showed less apparent consistency in the relationships between their major field and their attitude toward this choice, their plans for the future, and their activism.

Political activism among students seems to represent a continuity rather than a generation-gap phenomenon. The superiority theory of student activism was not confirmed with respect to these social science majors. Those involved in student or party activism do not necessarily come from privileged homes, nor do they achieve higher grades or complete their undergraduate work at a younger age than nonactivists. 160 pp.

Order no. 72-27,744

389. Gallen, Eduard D., Ed. D.
The University of Tulsa, 1969

[gen]

THE ACADEMIC TRAINING AND PROFESSIONAL EXPERIENCE OF
SOCIOLOGY-ANTHROPOLOGY INSTRUCTORS IN JUNIOR COLLEGES
IN ILLINOIS

Anthropology
Community Colleges
Sociology
Teacher Qualifications

The purpose was to investigate the academic training and professional experience of the sociology-anthropology instructors in Illinois junior colleges. A questionnaire and an opinionnaire were mailed to every sociology-anthropology instructor in an Illinois junior college. The percentage of respondents was 64.1.

Of the respondents 90 percent had a master's degree and eight percent a doctorate. Thirty-two percent majored in sociology or anthropology in their undergraduate program and 28 percent in their master's program. More than half had earned 30 or fewer hours in sociology or anthropology, and almost one-third reported no graduate hours in these fields. 81 pp.

Order no. 70-3409

390. Hudson, Jr., Vernon C., Ed. D.
University of Arkansas, 1972

[gen]

A STUDY OF THE RELATIONSHIP BETWEEN THE SOCIAL
STUDIES STUDENT TEACHER'S DIVERGENT THINKING
ABILITY AND HIS SUCCESS IN PROMOTING DIVERGENT
THINKING IN CLASS DISCUSSION

Discussion
Divergent Thinking
Questioning Techniques
Student Teachers

This study asked if there is a significant relationship between the social studies student teacher's success in promoting divergent thinking in the classrooms and the student teacher's own semantic divergent thinking ability.

Success in promoting divergent thinking was measured with a modified version of Aschner's system of interaction analysis. The subject's own divergent thinking ability was measured with Guilford's test of semantic divergent thinking ability.

Tests were administered to 17 students who would later student teach in the social studies area. Each subject was instructed to tape-

record sessions of his student teaching when his objective was to promote class discussion. Tapes were then analyzed by judges.

It was found that the subject's divergent thinking ability, as measured by Guilford's tests, failed to predict adequately the teacher's success in promoting divergent thinking in the classroom. 93 pp.

Order no. 72-29,702

391. Limbacher, Philip Carl, Ed. D.
University of Illinois, 1968

[gen]

A STUDY OF THE EFFECTS OF MICROTEACHING EXPERIENCES
UPON PRACTICE TEACHING CLASSROOM BEHAVIOR

Interaction Process Analysis
Microteaching
Student Teachers
Teacher Educators

The purpose was to study the effects of microteaching upon classroom behavior. Classroom behavior was measured by pupil evaluation, analysis of the videotapes using the Flanders' system of interaction analysis, and ratings by the cooperating teachers.

Subjects were social studies student teachers enrolled in a final methods course prior to practice teaching. They were divided into two 25-member groups with only one group participating in the microteaching experience.

A major finding was that the experimental group received significantly higher pupil evaluations on both videotaped lessons and on the Illinois Teacher Evaluation Questionnaire. No significant differences were noted in the results of the cooperating teachers' evaluations. Descriptive analysis of the Flanders' data indicated that the control group obtained higher indirect-direct ratios. 152 pp.

Order no. 69-10,774

392. MacNamara, Jr., Robert John, Ed. D.
The Pennsylvania State University, 1969

[gen]

THE EFFECT OF SUBJECT MATTER KNOWLEDGE AND CERTAIN
SELECTED ATTITUDES UPON THE USE OF VERBAL BEHAVIORS
BY SOCIAL STUDIES STUDENT TEACHERS

Individual Characteristics
Knowledge Level
Student Teachers
Verbal Communication

The study attempted to isolate several variables of ability and attitude that might be considered components of a teacher's personality.

The sample consisted of 60 social studies student teachers who were tested on possession of subject matter knowledge; teacher expressed interest in problem solving, teacher attitude toward self and others, and teacher rigidity of thought. During the term they were observed while teaching a lesson of economic import.

The isolated variables of teacher possession of subject matter knowledge and teacher expressed acceptance of self and others are positively and significantly related to the proportion of learner-centered verbal behaviors observed. The variable of teacher rigidity is negatively and significantly related to the proportion of learner-centered verbal behaviors observed. The isolated variables account for only 42 percent of the variation in the proportion of learner-centered verbal behaviors observed. 104 pp.

Order no. 70-13,857

393. O'Neill, Michael, Ed. D.
Harvard University, 1967

[gen]

TRAINING TEACHERS TO TEACH CRITICAL THINKING: A
RATIONALE AND PILOT PROGRAM

Critical Thinking
Discussion (Teaching Technique)
Individualized Instruction
Student Teachers

This investigation included (1) an extensive conceptual analysis of the educational terms "critical thinking" and "teaching for critical thinking"; (2) a rationale for teacher education specifically directed toward critical thinking; and (3) an experimental program designed to implement this rationale.

The experimental program involved four Master of Arts in teaching candidates. The author trained these beginning teachers using small group discussions, individualized supervision, practice teaching in special critical thinking classes, and written materials for background reading and teaching use.

The program was evaluated with a descriptive rating instrument devised by the author as well as with coded and open-ended evaluation forms filled out by the trainees after each session and at the end of the training. 368 pp.

Order no. 68-8789

394. Shields, Jr., Thomas Cracraft, Ed. D.
University of Pittsburgh, 1968

[gen]

ACTION RESEARCH TO PRODUCE A RESTATEMENT OF
OBJECTIVES FOR THE SOCIAL STUDIES

Behavioral Objectives
Curriculum Design
Elementary Grades
Inservice Education
Secondary Grades

The purpose was to identify and translate to practice a theory of curriculum, the contributions of social sciences, and modes of inservice training. The end result was the development of an inservice training program in which participants established behavioral objectives for social studies in one county's public schools.

The inservice program consisted of eight evening lecture sessions with both social scientists and educators as speakers, five observation trips to innovative school systems, dissemination of published and unpublished materials on the new social studies, and a final all-day session in which the group wrote new objectives.

It was concluded that the inservice training model was successful both in promoting participant learning and in producing more relevant objectives. The importance which teachers placed on social studies in the total curriculum shifted significantly at the five percent level. The resulting objectives were significantly higher when analyzed by categories. 284 pp.

Order no. 69-8582

395. Smith, Dennie Lee, Ed. D.
Auburn University, 1969

[gen]

THE ASSESSMENT OF A SOCIAL STUDIES IN-SERVICE EDUCATION
PROGRAM THROUGH STUDENT PERCEPTIONS

Inservice Education
Principals
Student Attitudes
Teachers

The purpose was to investigate the effects of a social studies inservice education program on teaching behavior by comparing students', teachers', and principals' perceptions of change.

Twenty teachers received the treatment, three, two-day inservice education programs, while a control group of 14 teachers did not. Two instruments, Student Perceptions of Classroom Situation and This Classroom Situation, were developed and administered in pre

and postsessions to the teachers' students. Eight hundred forty-seven students took the pretest and 779 the posttest. After completing the inservice program, teachers and principals responded to similar inventories designed to assess the degree of change in attitudes and behavior during the school year.

The social studies inservice education program did not significantly change the students' perceptions of the participating teachers and their classrooms. The participating teachers and their principals perceived that changes had taken place in attitudes as well as behaviors. 141 pp.

Order no. 70-5341

396. Stickel, Werner Eugene, Ph. D. [gen]
United States International University, 1972

EFFECTS ON THE HILDA TABA TEACHING STRATEGIES
PROGRAM ON VERBAL BEHAVIOR AND ATTITUDES OF TEACHERS

Attitudes
Elementary Grades
Inquiry Training
Junior High Schools
Questioning Techniques
Secondary Grades
Teachers
Verbal Communication

The purpose was to investigate the effects of an inservice training program using Hilda Taba teaching strategies.

Subject groups were formed on the basis of a ten percent random sampling of 1,000 experimental and 1,000 comparison teachers by grade levels K-3, 4-6, 7-8. Data were secured from pre and post-tapings of classroom discussions analyzed in terms of Flanders Interaction Analysis Scale and pre and posttesting of subjects' attitudes with a Bi-Polar Adjective Checklist.

Data analysis indicated that treatment was effective in bringing about verbal behavior and attitude changes, but the effects varied with each of the three groups. 277 pp.

Order no. 72-23,505

397. Williams, William Grant, Ed. D. [gen]
Ball State University, 1969

WORLD WAR II AND ITS EFFECT ON THE THOUGHT OF SOCIAL
STUDIES EDUCATORS

American History
Changing Attitudes
History
Teachers

From 1941 to 1945 educational thought went in certain directions as a result of the general wartime milieu. This study uses various educational journals to examine the thinking of social studies educators in this period.

There was a commitment by social studies educators to winning the war and peace. Educators failed to come to terms with the increasing pressure to include new facts, ideas, and topics in the social studies curriculum. Yet, given these failures, social studies educators always exhibited unending optimism. 265 pp.

Order no. 70-5266

ACADEMIC FREEDOM AND CONTROVERSIAL ISSUES

398. Byrne, III, William James, Ph. D.
University of Denver, 1971

[sec]

AN INVESTIGATION OF FACTORS INVOLVED IN TEACHING ABOUT THE VIETNAM CONFLICT IN COLORADO HIGH SCHOOLS

Attitudes
Censorship
Civil Rights
Sex Differences
Teachers

The purposes were (1) to explore the attitudes and classroom behavior of Colorado secondary school social studies teachers with regard to the controversial issue of United States policy in Vietnam; and (2) to determine factors that might influence teachers' attitudes.

A questionnaire was mailed to a disproportionate stratified random sample of 250 teachers (grades ten-12). An 88 percent return was obtained. An analysis of the nonreturns suggested they were not significantly different from the returns.

In all strata a strong majority of teachers exhibited pro-U.S. policy bias in their classes. Eighty-three percent of the respondents said they expressed their opinions in class.

As a result of their classroom treatment of the Vietnam issue, 31 percent of the state's teachers experienced some degree of criticism, pressure, or censorship.

The researcher concluded that the average teacher did not cover sufficient information to bring about basic understanding among the students. In addition, many teachers subjected themselves to a self-censorship process when dealing with the Vietnam War. 176 pp.

Order no. 72-4199

399. Corr, Jr., Ethelbert L., Ed. D.
The University of Oklahoma, 1970

[sec]

THE TEACHING OF CONTROVERSIAL ISSUES IN THE SOCIAL STUDIES CLASSES OF LARGE OKLAHOMA SENIOR HIGH SCHOOLS

Academic Freedom
Citizenship

Critical Thinking
Problems
Teachers

The purpose was to determine if social studies teachers in large Oklahoma high schools are committed to teaching their students to resolve controversial issues.

Questionnaires and personal interviews with 131 social studies teachers in 15 schools were used as data.

It was concluded that teachers in the sample were not sufficiently committed to teaching students to resolve controversial issues. A major reason cited for this condition was administrative failure; teachers felt administrators had not (1) demonstrated the importance of this skill; (2) developed written policies for such teaching; (3) provided training, time, materials, and supervision for this purpose; and (4) provided security against community reprisal.

The study indicated that teacher education institutions and teachers themselves must share responsibility for the lack of commitment to controversial issues. Teachers believed community climate more than school climate made the introduction of such issues difficult. The feeling was that while schools did not actively restrict study of controversial affairs, they did not encourage such study. 165 pp.

Order no. 70-21,826

400. Helms, Ronald Gene, Ph. D.
The Ohio State University, 1972

[sec]

A STUDY OF ATTITUDES OF SECONDARY SOCIAL STUDIES
TEACHERS, PRINCIPALS, AND BOARD PRESIDENTS ON
ACADEMIC FREEDOM

Academic Freedom
Attitudes
Board Candidates
Principals
Teachers

The purpose was to ascertain differences in the attitudes of social studies teachers, secondary principals, and board of education presidents toward academic freedom, procedural safeguards for academic freedom, and classroom openness.

The investigator designed his own survey instrument and mailed it randomly to 60 social studies teachers, 60 secondary principals, and 60 board presidents. Data were reported from 87 percent of teachers, 92 percent of the principals, and 82 percent

of board presidents.

The study found that 72 percent of the districts surveyed had grievance policies while only six percent had academic freedom policies. No significant differences were found among the attitudes of teachers, principals, and board presidents on procedural safeguards. Of the three groups compared, teachers valued academic freedom highest; teachers from districts with student populations in excess of 10,000 valued academic freedom most highly.

Teachers valued an open classroom highest; principals valued an open classroom higher than did board presidents. In all cases except one, teachers who indicated the highest agreement with the concept of openness were from larger districts, more experienced, better academically prepared, and more professionally involved. 225 pp.

Order no. 72-20,965

401. Knight, Richard Stewart, Ph. D.
The University of Michigan, 1972

[sec]

CHARACTERISTICS OF SECONDARY SOCIAL STUDIES TEACHERS
WHO DEAL WITH SOCIAL ISSUES IN THEIR CLASSROOMS

Instructional Materials
Social Problems
Teacher Characteristics
Teaching Methods

The main purpose of this study was to determine why social studies teachers vary in their willingness to deal with controversial social issues in the classroom.

Two groups of social studies teachers were drawn from a larger probability sample of Michigan teachers. Twenty-eight teachers who used social issues at least 25 percent of their teaching time were identified as high social issues teachers. Twenty teachers who dealt with social issues no more than 10 percent of their teaching time were identified as low social issues teachers. Each of the 48 teachers was interviewed and given the California Psychological Inventory.

The most marked differences between the high and low social issues teachers were in educational objective priorities and in personality factors. High issue teachers were significantly more concerned about improving their students' critical thinking, creativity, and problem solving skills than were the low issue teachers. Low issue teachers were significantly more concerned about improving general academic achievement of their students.

It appears that the California Psychological Inventory and certain

items from the interview schedule have promise for use as selection instruments. 122 pp.

Order no. 72-29,119

402. McClure, James Monk, Ed. D.

[sec]

State University of New York at Buffalo, 1970

THE RESPONSES OF SENIOR HIGH SCHOOL STUDENTS TO
QUESTIONNAIRE ITEMS REFLECTING THREE PROVISIONS
OF THE BILL OF RIGHTS

Intelligence
Law Education
Socioeconomic Status

The purpose was to determine if differences existed in student response patterns to questions concerning First Amendment freedoms of press, religion, and speech when students were grouped by intelligence, residence, socioeconomic class, and grade in school.

A 24-item questionnaire was administered to a sample of 2,231 students drawn from nine high schools in two different regions of the United States.

Statistically significant differences on the total instrument existed for each of the effects. 181 pp.

Order no. 70-17,776

403. O'Leary, Richard James, Ed. D.

[sec]

Boston University School of Education, 1968

A COMPARISON OF THE OPINIONS OF LAY AND PROFESSIONAL
GROUPS CONCERNING GENERALIZATIONS AND UNDERSTANDINGS
ABOUT COMMUNISM THAT SHOULD BE EXAMINED IN HIGH
SCHOOL CLASSES

Generalization
Laymen
Opinions
Professional Associations

The primary purpose was to obtain and compare the opinions of selected professional and civic groups in Massachusetts concerning teaching about communism in secondary school social studies classes.

A check list was constructed, refined by two juries, and submitted to a random sampling of 1,200 Massachusetts citizens; 200 people were chosen from each of the following groups: Massachusetts

school board members, school superintendents, social studies teachers, American Bar Association members, American Legion post commanders, and National Association for the Advancement of Colored People members. Completed responses were received from 69.9 percent of the sample.

Data analysis showed social studies teachers were more concerned about the teaching of communism than were laymen. Other differences are listed. 336 pp.

Order no. 69-7865

404. Perryman, Donald Theadohr, Ed. D.
University of Southern California, 1969

[sec]

THE EFFECT OF STUDYING CONTROVERSIAL ISSUES ON THE
CRITICAL THINKING SKILLS OF JUNIOR HIGH SCHOOL
SOCIAL STUDIES PUPILS

Critical Thinking
Inservice Education
Junior High Schools
Problems

The purposes were to determine whether a planned program for including controversial issues could be established in an average junior high school and to assess effects of such a program on critical thinking skills of pupils.

Teachers volunteered to participate in the program. Inservice training was voluntary and modest; departmental meetings were held every two months. Classes were provided with material although it was extremely difficult to find readable material for low achievers.

There were no significant differences between ninth graders in the experimental and control schools on the evaluative measures, knowledge of current events and weighing arguments.

It was concluded that change is difficult without (1) inducements to enlist most of the teachers into inservice training, (2) funds to produce readable materials on current issues for achievers at all reading levels, (3) tests to provide immediate feedback to pupils and teachers, and (4) departmentalization to focus teacher attention on the social studies program. 286 pp.

Order no. 69-13,073

405. Sugrue, Mary A. Shea, Ph. D.
The University of Michigan, 1969

[sec]

A STUDY OF TEACHER/STUDENT ATTITUDE-CONGRUENCE
PATTERNS AND STUDENT EVALUATIONS OF CONTROVERSIAL
SOCIAL-ISSUES CLASSES AND TEACHERS

Attitude
Evaluation
Problems
Sex Differences
Socioeconomic Status
Teachers

The study found that high school students responded favorably when social issues were regularly included in social studies instruction.

Demographically, it was found that girls, "average" students, and students from working class families most liked social issues classes. Married public school teachers and teachers with interdisciplinary social studies classes were evaluated best in developing a cooperative climate in the classroom.

Higher evaluations occurred when issues discussions were limited to 25 to 50 percent of class time.

Students who perceived many issues as objectionable and students who perceived class immaturity as a problem, tended to return low evaluations of social issues teachers and classes. 392 pp.

Order no. 70-14,653

406. Sweeney, Jo Ann Culter, Ph. D.
The University of Michigan, 1970

[sec]

BELIEF IN STUDENT EXPRESSIONS AND BELIEF IN OPEN
DISCUSSION IN SECONDARY CLASSROOMS IN MICHIGAN
DISCUSSING SOCIAL ISSUES

Beliefs
Critical Thinking
Discussion

The study explored the attitudes of 376 secondary school students toward the discussion and inclusion of social issues in classroom discourse. The study also inquired into the relative importance of the "expressive classroom" in creating an atmosphere in which students develop critical thinking skills as measured by their ability to discriminate between fact and opinion statements.

Student ability to perform on a specified critical thinking task varied. The total sample of students had difficulty distinguishing between fact and opinion. The students with a high belief in open discussion were more successful in discriminating between fact and opinion statements than were students with low or medium

belief in open discussion. The "high belief in open discussion" student who was in the classroom of a "high belief in student expression" teacher was the most capable of identifying fact and opinion statements. 240 pp.

Order no. 70-21,801

407. Silva, Edwin Locke, Ed. D.
University of Oregon, 1971

[gen]

COMMUNITY POLITICS AND THE PUBLIC SCHOOLS OF
PARADISE, CALIFORNIA, 1961-1969

Academic Freedom
Conflict
Political Issues
Teachers

Between 1961-1969, the residents of Paradise, California, engaged in acrimonious debate and litigation centering on the community's public schools. The study is a historical account of the educational controversies in Paradise.

Charges of un-Americanism and communist influence against Mrs. Virginia Franklin, a high school social studies teacher, formed the basis for debate from 1961 until early in 1964.

During the next period of controversy, 1964-1967, critics questioned the budget requests of the public schools. Teaching devices used by Mrs. Franklin were the target of other critics who stated that certain audio-visual materials used in the high school were fostering undesirable standards of morality.

During the third period of controversy, 1967-1969, a number of clashes occurred between the superintendent/trustees and the principals and/or teaching staffs.

The conclusions are that academic freedom was endangered during the eight-year period studied and that the educational programs in Paradise were adversely affected by the series of controversies. 211 pp.

Order no. 72-14,760

408. Unks, Gerald, Ed. D.
University of Illinois at Urbana-Champaign, 1970

[gen]

ACADEMIC FREEDOM IN SOCIAL STUDIES TEACHING: AN
ILLINOIS STUDY

Academic Freedom
Beliefs
Rural Areas
Teachers

The primary purpose was to develop instruments which would measure teacher perceptions of the social-educational climate in which they taught. Specifically the researcher sought to determine if social studies teachers in Illinois considered themselves free to examine problematic areas with their classes.

Social studies teachers in all sample schools perceived 55 of the 60 ideas drawn from problematic areas in American culture as appropriate content for their social studies curriculum. Yet teachers felt themselves unfree to engage in classroom discussion of 28 of the 60 ideas.

Social studies teachers in urban, innercity schools perceived themselves as most free to discuss ideas from problematic areas while rural school social studies teachers perceived themselves least free. 341 pp.

Order no. 70-24,077

SOCIAL STUDIES OUTSIDE THE USA

409. Fyzennessa, Noorunnahar, Ed. D. [elem]
Colorado State College, 1969

A STUDY TO DETERMINE THE SOCIAL STUDIES CONCEPTS FOR PRIMARY SCHOOL CHILDREN IN EAST PAKISTAN

Concept Formation
Curriculum Development
Developing Nations

The study was to determine what social studies concepts to include in the social studies curriculum for primary school children in East Pakistan.

A questionnaire consisting of 203 concepts was sent to social studies instructors in 48 primary training institutes, social studies teachers in the five teachers' training colleges, and the education officers in the Province of East Pakistan. They rated the concepts on a five-point rating scale in order of importance.

It was evident from the findings that some concepts were more acceptable than others and should be treated accordingly in the social studies program. 219 pp.

Order no. 70-7130

410. Abdul Haq, Kayed Ibrahim, Ed. D. [sec]
State University of New York at Albany, 1969

GUIDELINES FOR THE DEVELOPMENT OF A PRESERVICE TEACHER EDUCATION PROGRAM FOR SECONDARY SCHOOL SOCIAL STUDIES TEACHERS IN JORDAN

Curriculum Development
Developing Nations
Models
Preservice Education
Teacher Education

The purposes of the study were (1) to develop and demonstrate a process of curriculum development to serve as a model for Jordanian teachers, curriculum coordinators, and administrators; (2) to formulate a set of objectives for social studies curriculum in Jordanian secondary schools; and (3) to develop guidelines for a preservice teacher education program for Jordan's secondary school social studies teachers.

The study concluded with a set of recommendations for Jordan's Ministry of Education. 281 pp.

Order no. 70-25,452

411. Davis, Tula Joy, Ph. D. [sec]
George Peabody College for Teachers, 1971

THE SOCIAL STUDIES IN THE SECONDARY SCHOOLS OF JAMAICA

Curriculum Guides
Developing Nations
Inservice Teacher Education
Teacher Education
Textbooks

The purpose of this study was to examine the status of social studies in the secondary schools of Jamaica, a newly independent country representative of its neighbors.

Interviews and observations were conducted throughout the island. Ten secondary schools and a teacher training college were visited. Textbooks, examinations, school syllabi, government publications, and newspapers were perused.

The study concludes by summarizing the strengths and weaknesses of Jamaican education. 240 pp.

Order no. 71-26,226

412. Khasnavis, Pratyush Kuman, Ed. D. [sec]
Baylor University, 1969

A COMPARATIVE ANALYSIS OF SOCIAL STUDIES PROGRAMS IN THE SECONDARY SCHOOLS OF INDIA AND THE UNITED STATES

Developing Nations
Objectives
Social Sciences

The purpose was to analyze current secondary school social studies curriculum in India and to compare it with social studies curriculum in the United States. Data included curriculum guides, books on social studies teaching, and responses from professional groups.

India stresses international goodwill in curriculum objectives while the United States emphasizes preservation of the American way of life. The United States includes more social sciences in social studies programs than does India.

Indian social studies is dominated by memorization while the United States is experimenting with a variety of techniques. There are few curriculum guides for social studies at the secondary level in India.

Recommendations for the improvement of social studies in India are presented. 165 pp.

Order no. 70-2033

413. Rao, Chandriah Appa, Ph. D.
Ohio University, 1971

[sec]

A STUDY OF ECONOMICS CONTENT IN SELECTED SECONDARY
SOCIAL STUDIES TEXTBOOKS AND SYLLABI USED IN WEST
MALAYSIA

Curriculum Development
Curriculum Guides
Economic Education
Textbooks

The main purpose was to determine the economic content of the textbooks and syllabi used in the social studies program of secondary schools in Malaysia during 1971.

A checklist of important topics was submitted to a jury of Malaysian economists and educators at the University of Malaysia. Seventeen social studies textbooks were analyzed.

It was found that Malaysian social studies textbooks do not include some of the most fundamental principles of economics. The treatment given economic topics in four subject area textbooks (history, commercial, geography, and civics) is poorly coordinated. Economic topics in the textbooks and syllabi are not dealt with in a sequential or logical pattern.

The investigator concludes with recommendations for improving economic education in Malaysian secondary schools. 191 pp.

Order no. 72-13,689

414. Bigala, John Cryzostom, Ed. D.
Columbia University, 1971

[gen]

UGANDAN CITIZENS FOR TOMORROW--A PROGRAM FOSTERING
POLITICAL SOCIALIZATION THROUGH PRIMARY AND SECONDARY
SCHOOL SOCIAL STUDIES

Civics
Curriculum Development

Developing Nations
 Elementary Grades
 Inservice Teacher Education
 Nationalism
 Secondary Grades

This study formulates guidelines for developing an educational program designed to help a student by increasing his knowledge of political institutions and processes, making him a more interested and loyal citizen, increasing his understanding of his own civil rights and the rights of others, teaching him the skills of active political involvement, and building his interest in other parts of the world.

Suggestions were made for the Uganda system of education. 218 pp.

Order no. 72-1223

415. De La Cruz, Leonardo, Ed. D.
 Stanford University, 1971

[gen]

AN ANALYSIS OF PHILIPPINE SOCIAL STUDIES TEXTBOOKS

Elementary Grades
 Inquiry Training
 Secondary Grades
 Textbooks

The purpose was to examine the extent to which social studies textbooks in Philippine schools reflect the major dimensions of the new social studies.

Prescribed social studies texts for Philippine public elementary and secondary schools were analyzed; American texts were analyzed as a basis of comparison.

Philippine social studies textbooks were found to barely reflect the important "ferment" in social studies. It was concluded that the social studies textbooks were not doing their rightful share in producing self-reliant, forward-looking citizens. 188 pp.

Order no. 71-19,669

416. Herskowitz, Herbert Bennett, Ph. D.
 The University of Connecticut, 1972

[gen]

AN ANALYSIS OF SELECTED INNOVATIVE SOCIAL STUDIES PROJECTS IN ENGLAND FOR STUDENTS AGES ELEVEN TO EIGHTEEN

Cross Cultural Studies
 Elementary Grades
 Evaluation
 Projects
 Secondary Grades

The purpose was to determine the nature of selected innovative British humanities (social studies) curriculum projects for students ages 11 to 18.

Curriculum development projects were selected during a visit to the Schools Council Headquarters in London. The nature and intrinsic consistency of the materials was analyzed. Findings and implications are given. 431 pp.

Order no. 72-32,144

417. Nwagbaraocha, Joel O., Ed. D.
 Harvard University, 1972

[gen]

A DEVELOPMENTAL STUDY OF THE AFRICANIZATION OF SOCIAL STUDIES CURRICULUM IN NIGERIAN SCHOOLS: THEORY AND PRACTICE

African Culture
 Curriculum Development
 Developing Nations
 Elementary Grades
 Secondary Grades

The purpose was to specify a rationale for an Africanized social studies program in Nigerian elementary and secondary schools. Included are examples of the curriculum and a suggested process for developing units in the Africanized curriculum.

An attempt is made to relate pluralistic ideology to the conflict situations in Africa and to show how such conflict could be resolved through academic dialogue and research in an African social studies program. 385 pp.

Order no. 72-32,626

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